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ABSTRACT

This report describes the significant progress made toward improvement of the administrative internship program at the University of Pittsburgh during the 1968-69 school term. The report includes guidelines and policy statements, a model internship program, and narratives of school districts affiliated with the program. Appended are descriptions of proposed seminars, recommended courses, a program proposal to train interns in disadvantaged school districts, financial and statistical tables relating to affiliated districts, and lists of program participants and management and staff personnel. (LLR)

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THE ADMINISTRATIVE INTERNSHIP PROGRAM

PROGRESS REPORT

School of Education

University of Pittsburgh

August 1969

EA 003 208

TABLE OF CONTENTS

FOREWORD

page

Chapter

I GUIDE LINES AND POLICY STATEMENTS 1
  Introduction 2
  What Is The Administrative Internship Program 2
  How Are Interns Selected 3
  Can Prospective Interns Afford To Disrupt Their Current Employment 4
  In What Manner Are Sponsoring Organizations Selected 4
  What Is Expected Of The Intern 5
  Areas Of Utilization 6
  What Is Expected Of The Educational Organization 7
  What Is Expected Of The University 8
  Condition Of Employment 9
  What Are The Benefits To The Intern 9
  What Are The Benefits To The Educational Organization 10
  What Are The Benefits To The University 10
  How To Apply For An Internship 10

Chapter

II A LOOK AT THE FUTURE - A MODEL INTERNSHIP 11
  The Model Internship 12
  Recommended Administrative Organization 16
  Administrative Intern Program Objectives 17
  Selection Of Interns 19
  The University 21
  Roles Of The University and Local School Districts 24
  The University's Commitment To The Program 24
  Financing The Internship 25
  The Internship Experiences 31
  Evaluation Of The Intern 36
  Bibliography In Administrative Internship 38

APPENDIX I

SEMINARS 39

APPENDIX II

COURSE OFFERINGS RECOMMENDED FOR STUDENTS IN GRADUATE EDUCATION 46

APPENDIX III

A PROGRAM PROPOSAL TO TRAIN ADMINISTRATIVE INTERNS IN DISADVANTAGED SCHOOL DISTRICTS 50

Introduction 51

Abstract 52

Chapter
III NARRATIVES OF SCHOOL DISTRICTS 53

Butler Area School District 54

Churchill Area School District 60

Fox Chapel Area School District 65

Uniontown Area School District 69

Washington School District 73

APPENDIX A: FINANCIAL AND STATISTICAL TABLES RELATING TO THE SCHOOL DISTRICTS OF THE ADMINISTRATIVE INTERNS 1965-1966 - 1967-1968 79

APPENDIX B: ADMINISTRATIVE INTERNS AND GRADUATE ASSISTANTS WHO SERVED IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF PITTSBURGH 1946-1969 92

APPENDIX C: MANAGEMENT AND STAFF PERSONNEL - BIOGRAPHICAL DATA 98

FOREWARD

This report describes the significant progress that has been made toward the improvement of the administrative internship during the 1968-69 school term.

Dr. James Mauch, Director of the Office of Research and Field Services, was chosen to guide the interns through their year of acquiring administrative experiences. In an attempt to keep pace with the changing educational scene, Dr. Mauch initiated two main projects:

First, after visiting and consulting with the interns, a consensus was reached that the administrative internship program needed to be re-structured toward more explicit guidelines and policy statements for the intern, the school district and the university; in addition a conceptual model of an intern program was formulated; then, to meet the demands of the urban crisis, a proposal was written to expand the internships into these areas with the aid of the Educational Professional Development Act of the Federal government, and, finally, the internship opportunities were expanded to include urban centers in Pennsylvania.

Secondly, a narrative and statistical analysis of each participating school district was compiled with the hope that each intern could better serve his district by acquiring knowledge of his district in relationship to others.

What follows in this report resulted from the combined efforts of these interns:

Eugene Bolt - Fox Chapel
John Cipollini - Churchill
Robert Dovey - Butler
Charles Shirley - Washington
Grant Sloan - Uniontown
Eugene Urbanski - Washington

Therefore, this progress report is not be taken as official university policy, nor is it unchangeable, but rather it is to be taken as an effort by the interns to keep pace with the changing educational scene, particularly as it relates to the administrative internship.

CHAPTER I

GUIDE LINES AND POLICY STATEMENTS

THE ADMINISTRATIVE INTERNSHIP PROGRAM

INTRODUCTION

Since its conception in 1952 the Administrative Internship Program has served as an integral part of the education of school administrators trained at the University of Pittsburgh.

This Program has enabled graduate students to make practical application of their academic work at the university. Experience in the field tends to improve the student's grasp of the administrative role, and it has helped many to move into positions of professional leadership.

Although in the past many interns have worked with the school superintendent and his staff, such internships are not the only ones available, nor are they necessarily the most appropriate experiences for all candidates. Interns could serve, and in some cases, have served with school principals, the Pennsylvania Department of Public Instruction, the U.S. Office of Education, a regional educational laboratory, a learning research and development corporation, a citizen's educational organization, a teachers' organization, or other pressure groups concerned with educational policy and decision-making. The number of positions of educational leadership and service outside of the superintendency is growing rapidly, while the number of superintendencies is declining.

WHAT IS THE ADMINISTRATIVE INTERNSHIP PROGRAM?

The Administrative Internship Program is essentially a partnership between the university, the school system or other educational organization, and the graduate student, having as its purpose the provision of opportunities for good supervised field experiences in educational administration.

Thus, the Program provides an opportunity for successful practicing administrators to assume responsibility for a vital part of the training of the student. The existing educational system becomes a learning laboratory, and the student assumes a responsibility for decision-making that requires him to translate theory into practice. The

Internship Program naturally follows academic experiences such as guided reading, lectures, films, case studies, simulation exercises, and group discussions. The Program is built upon the assumption that both the academic experience and guided field experience are necessary parts of the optimum preparation of effective educational leaders, that both parts are essential, but neither part is in itself sufficient to complete such preparation.

Administrators and university faculty who have been concerned with the theory and design of internship programs have generally accepted Daniel R. Davies' descriptions (The Internship in Educational Administration) of the basic attributes of any administrative internship program:

1. The internship is an integral part of the participant's professional education and should come after or near the completion of his formal program of professional preparation.
2. The internship involves a considerable block of time--at least one semester on a full-time basis or its equivalent.
3. The intern is expected to carry real and continuous responsibilities in the field under the competent direction of a practicing administrator.
4. The policy-making board of the educational organization in which he is interning endorses the program at the policy level.
5. Along with the system the university acts as joint sponsor and assists in supervision.

HOW ARE INTERNS SELECTED?

The selection of an intern constitutes a decision of critical importance. The internship represents a large investment of student, administrator and faculty time and effort. It is therefore necessary to select candidates who appear to be good risks to complete the program, to complete the doctorate, and to grow in effectiveness as administrators.

The first prerequisite for candidacy in the Administrative Internship Program is to be admitted to doctoral study in Educational Administration, and to have met the basic requirements necessary for full graduate status. These requirements are spelled out in the Graduate Students' Handbook, which can be obtained from one's adviser.

Beyond the basic requirements, intern selection will be based on the answers to such questions as these:

1. What are his personal qualifications for administration (e.g., intellect, commitment, courage, stamina, value?)
2. What positions has he held?
3. How successful was he in them?
4. What leadership has he displayed in professional associations?
5. Has he pursued further training?
6. What contribution has he rendered to his profession beyond filling a job?
7. What leadership has he displayed in his community?
8. What are his professional goals?

The answers to these kinds of questions will help the individual and the faculty to decide whether this program is the right one for him.

CAN PROSPECTIVE INTERNS AFFORD TO DISRUPT THEIR CURRENT EMPLOYMENT?

For many, the internship will represent a sacrifice and a commitment of educational importance. The sponsoring school system and the university are willing to help, but the main burden will be on the intern.

The school system pays the intern a salary which approximates that of a teacher with like experience. The intern also receives a partial scholarship each term and internship experience can be credited toward the residence requirement for the doctorate.

The graduate student assistantship, which can be arranged in some cases to complement the internship, provides the opportunity to work and study in close relationship with members of the faculty. A wide range of experience is provided to enrich the background of the student. This experience could take place either in the School of Education, in the Tri-State Area School Study Council, or in some other organization associated with the School of Education.

IN WHAT MANNER ARE SPONSORING ORGANIZATIONS SELECTED?

The fundamental criterion in appraising an educational organization as a sponsoring agency is its demonstrated capacity to provide an effective experience for an intern. An internship experience will be no better than the thinking in the organization where the intern is assigned. While it is true that an intern with adequate supervision can learn a great deal from observing and properly appraising poor practice, the basic purpose of an internship is to provide opportunity for an intern to exercise administrative responsibilities in a manner consistent with sound theory. The important consideration is not whether an organization has problems, but how effective it is in dealing with them.

WHAT IS EXPECTED OF THE INTERN?

1. Prior to beginning of internship, each intern along with his university supervisor should develop a plan or guide of suggested areas of administrative and supervisory activity in which he desires experience.

2. The internship should provide opportunities for the intern to plan with others in determining his internship role.

3. Observations and assignments during the internship should be a combination of broad and specific items. In this way both scope and depth can be provided.

4. An intern should have some specific experiences in administration in order to understand the job he must eventually do. These specific tasks could be much better learned on the job than in the classroom.

5. The intern should be an integral part of the organization with definite functions and clear allocations of authority and responsibility, but at the same time giving the intern the opportunity of withdrawing and looking objectively at what is going on.

6. The intern should be given the opportunity to attack a challenging problem and be held accountable for what occurs.

7. The intern should be permitted opportunities to observe and to analyze. He should be able to attend all board meetings, administrative council meetings, faculty meetings, and feel free to attend other staff meetings.

8. Each intern should keep a daily log or anecdotal record of his activities. Then, in monthly conferences the intern and representatives of the school system and the university could evaluate these activities in the light of their contribution to the intern's goal and determine future direction of the internship.

9. The intern should be involved in a continuous pattern of evaluation both self evaluation of himself as an administrator and evaluation of the internship program.

10. The intern is expected to contribute to the educational program of the sponsoring organization,to make constructive suggestions for improvement, and, if appropriate, implement such suggested improvement.

11. The intern is expected to keep abreast of current theory and practice and to act as a link in this regard between the organization and the university.

12. The intern will continue his course of study at the university and take part in seminars on the internship periodically at the university.

AREAS OF UTILIZATION

1. In addition to the more standard kinds of internships, similar experience might be arranged in the following offices:

    a. Superintendent's Office
    b. County Superintendent's Office
    c. Principal's Office
    d. State and National Education Agencies
    e. Publishing companies which cater to the field of Educational Administration
    f. Administrative offices of colleges and universities
    g. School architect's office
    h. Consultant Firms Office

The following is a list of the possible types of activity in which the intern might engage:

A. Area of Instruction

  a. plans for selection and use of instructional equipment and supplies
  b. administering extracurricular activities
  c. supervising new teachers
  d. providing leadership at staff meetings
  e. defining scope and aims of curriculum

B. Areas of Personnel
  a. in-service training for teachers
  b. selection of instructional staff
  c. adopting and improving testing program
  d. evaluating promotional policies
  e. improving pupil records
  f. evaluating of teachers
  g. involvement in collective negotiations

C. Area of Finance

  a. prepare data for citizen's committees
  b. help to prepare budget
  c. analyzing the budget
  d. study insurance procedures
  e. collect comparative data from several school systems
  f. write proposals for federal and state funding of projects.

D. Area of Business

a. processing of bids
b. writing of specifications
c. planning and operating of maintenance work
d. inventoring school supplies and equipment
e. selecting, ordering and distributing of instructional materials.

E. Area of Plant

a. scheduling use of rooms and equipment
b. studying utilization of plant
c. evaluation of existing plant
d. determining future building needs.

F. Area of Community Relations

a. working with parent-teachers groups
b. relations with newspapers
c. cooperation with community agencies
d. arranging school exhibits
e. making addresses before citizens groups.

G. Area of Auxiliary Services

a. administering pupil attendance
b. establishing bus routes and schedules
c. administering transportation program
d. supervising operation of cafeteria
f. administering adult-education program
g. administering school-community recreation program.

H. Area of Social Issue

a. studying history of "attacks" of school
b. working with Human Relations Commission
c. relationship between public and parochial schools
d. conduct research to aid superintendent and school board in area of social issue.

WHAT IS EXPECTED OF THE EDUCATIONAL ORGANIZATION?

1. It is expected that the intern will become a member of the official family immediately.

2. The chief administator will set the stage so the intern can function as an official representative of the administration.

3. The administration will provide real and substantial leadership responsibilities connected with important obligations, problems, or opportunities the organization faces.

4. The internship should provide both a specific, continuing responsibility and a number of opportunities designed to broaden the experience of the intern.

5. The intern will be given opportunities to meet key people and attend important group meetings such as board meetings, administrative council meetings, and community group meetings where appropriate. He will be given opportunities to make presentations and represent the thinking of the administration before the group.

6. The district should provide evaluation of the intern program to the university thus giving the university an opportunity to increase the effectiveness of the trainee by developing educational programs to correct weaknesses. Such evaluations should also provide a bases for judgements about the future of the intern and his placement probabilities.

7. In order to permit continuous evaluation and re-direction of the ongoing internship there should be frequent, incidental, and planned conferences of the intern and the sponsoring administrator as they work together.

8. All interns should have the opportunity to broaden their experience with other school systems through participation in a study council or by direct visitation to other school systems. Sponsoring institutions should be aware of their responsibility in this area of the intern's development.

9. The sponsoring administrator should write a final evaluation of the intern which could become part of the intern's cumulative record.

WHAT IS EXPECTED OF THE UNIVERSITY?

1. The university provides faculty guidance and individual help to interns, particularly with reference to problems which arise in the field experiences.

2. The university bears ultimate responsibility for the value of the internship and the selection of outstanding interns and internship situations.

3. The university recognizes the value of successful internships in a variety of ways, such as in awarding course credit, the meeting of residence requirement, and the extension of financial aid.

4. The university is expected to correct or eliminate a poor internship situation as soon as it develops.

5. The university coordinator should visit the interns in the field for purposes of evaluation and guidance, the number of such visits averaging one or more per month.

6. All interns should participate in an intern's seminar in order to exchange experiences, participate in discussions with prominent leaders in the field of education and work on intern projects. The seminar time varying from a weekly two-hour class period to a full day once or twice a month.

7. Field sponsors need help from institutional coordinators in order to better understand the importance of their supervisory role. In August the intern's field sponsor should participate in an orientation program set up by the university. This orientation should be designed so as to establish solid lines of communication among the three cooperating parties.

8. A letter grade ought to be assigned to each intern. This grade ought to be cooperatively arrived at by the sponsoring administrator university supervisor and the intern. Due to the disproportinate amount of time that the intern spends with the sponsoring administrator; his evaluation should carry the greatest amount of weight.

CONDITIONS OF EMPLOYMENT

1. The intern's salary ought to be approximately commensurate with a teacher's salary at his level of experience and training.

2. Half of the intern's salary ought to be paid by the sponsoring institution with the balance coming from the university through state and federal projects.

3. Time must be made available for the intern to be used in analysis. Analytical activity should include meetings with individuals and groups within the district to discuss what has occurred and why, and the probable consequences of these occurrences.

4. The university should expect that the intern will receive formal communications, both oral and written from his administrator-supervisor which have an evaluative function.

5. The cooperating institution shall provide release time so that the intern is able to attend intern seminars at the university. This will involve, on the average, two full days each month.

WHAT ARE THE BENEFITS TO THE INTERN?

1. The intern gains confidence and experience in the exercise of administrative responsibilities in a situation when he has help and advice when needed.

2. The intern is afforded an inside opportunity to examine the qualities of leadership displayed in an actual administrative setting, under the conditions of pressure and conflict which normally apply to the administrator.

3. The internship provides an opportunity for the intern to find his best place among differentiated administrative functions.

4. The intern is helped to take a large step forward toward the attainment of his academic goals.

5. The intern, during his experience, has the opportunity to learn on the job from a practicing administrator who has had successful experience.

WHAT ARE THE BENEFITS TO THE EDUCATIONAL ORGANIZATION?

1. The organization and its administrators become a vital part of a team training the very people who will become the next generation of educational leaders.

2. The organization benefits from the new ideas and supplementary services of the intern.

3. A well-conducted internship contributes to the in-service development of the practicing administrators.

4. The internship enables the administrator to encourage the development of administrative ability on his own staff.

5. The internship brings the organization into close contact with the latest ideas, theories, research, and experimentation emanating from the university.

WHAT ARE THE BENEFITS TO THE UNIVERSITY?

1. The university's program in Educational Administration becomes more valuable and relevant to students as able practitioners are involved in the training.

2. The internship enables the university to provide administrative experience to degree candidates who lack such experience.

3. The university is able to test its academic models for training administrators against the reality of the field experiences.

4. The internship encourages the in-service development of university faculty.

HOW TO APPLY FOR AN INTERNSHIP

1. Assuming the basic requirements outlined above have been met, the first step is to confer with a professor, your adviser if possible, in the Administrative Internship Program.

2. Acquire an application from the Office of Graduate Study in 2701 CL.

3. Complete and return this no later than the end of the preceding Winter Trimester to be considered for an appointment beginning in September.

Inquiries about the program should be addressed to:

Administrative Internship Program
2801 Cathedral of Learning
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
Telephone 412 - 621-3500, Ext. 542

CHAPTER II

A LOOK AT THE FUTURE - A MODEL INTERNSHIP

THE MODEL INTERNSHIP

The task presented is fraught with both peril and opportunity. Who, in the same paper, can first presume to analyze the present and then portray the future of one of the most complex and challenging professional roles - the administrative internship? On the other hand, what more exciting a challenge than to review the literature, history, and your own experience and then project the drama that will be involved in the future.

It has been said that a profession cannot rise above the level of its individual members; therfore, programs which are designed to prepare individuals for a profession are of crucial importance. Programs which are designed for the preparation of school administrators, in the final analysis, will have a terrific impact upon our schools. They may well prove to be the determinate of whether our schools will provide creative teaching or abject conformity, and will strongly influence the level of leadership for the entire profession.

One of the developments that has arisen on the educational scene during the twentieth century has been the internship which, I believe, will prove to be significant. In fact, the internships are proving themselves to be so valuable in the preparation of administrators that the time may come when they will be considered indispensable.

In educational administration the internship is a part of the recommended program of preparation for those people aspiring to become principals or administrators of schools. The internship program is almost completely a development of the twentieth century, particularly the second half. Before 1947 only two universities claim to have had any experience with the program. This concept, in its introduction and development, closely followed and paralleled similar developments in other fields, chiefly medicine. With the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a grant of seven million dollars from W. K. Kellogg Foundation, the internship idea had a rapid spread in educational administration.

If the educational internship is going to serve its intended goal - that of preparing people for leadership roles in school situations, it then must be clearly and carefully defined. Just what is the internship? The internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school representative for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities.

Many of the programs which a few years ago were referred to as "internships" actually were not such at all, as it will be defined in the following paragraphs.

Therefore, as the internship is presented in the following pages, keep focusing in your mind what the internship is and what it is not. The bona fide internship in educational administration will be as follows:

1. The student's field experience which is labeled "internship" is an integral part of his professional education which comes after or near the completion of his formal program of professional preparation.
2. His internship involves a considerable block of time - at least one year on a full-time basis or the equivalent.
3. The intern must be expected to carry real and continuous responsibilities in his field situation under the competent supervision of a practicing administrator.
4. The Board of Education or Board of Trustees of the institution in which he is interning supports the program at the policy level.
5. The professional school in which he is enrolled is joint sponsor of his program along with the school system or institution. The professional school also assists in his supervision.
6. The state department of education recognizes and endorses the internship.
7. The national and state associations of educational administration are on record as endorsing - and even requiring - the internship as part of each practitioner's preparation and as part of his requirement for membership in the respective associations.

If we are to secure educational leaders who will provide leadership of a quality these times demand, we must scrutinize the total university pattern of preparation. It will not be sufficient to merely structure the internship to an already outdated series of courses or to a program designed primarily for convenience. We already have too many administrators who are guided by the stars, who without direction depend upon old decisions and questionable advice to keep them on course. This type of administrator is as obsolete in today's schools as the pot-bellied stove.

The administrator of today must deal with a new technology, new courses of study and curricular materials, the redesign of building facilities, and the differentiated utilization of staff. In this process he must work with scholars and scientists from universities, private foundations, corporations and a multitude of government agencies both state and national. The modern administrator is expected to select, guide and evaluate educative procedures. His program of training must prepare him for these far-ranging goals and far from traditional tasks.

Designing an internship that will provide the type of leadership the schools of tomorrow will require needs the cooperation of at least five different parties: the professional school, the sponsoring school system or agency, the intern, the state, and the profession. In designing this internship, one of the first phases is to create a philosophical basis upon which to build.

Historically, the university has been the initiator in the development of the internship. Therefore, we will assume that the university will be the central agency around which the proposed internship and its guiding philosophy will be developed.

Our philosophical base will focus upon a program of instructional improvement, curricular leadership, and overall school management. Reflecting upon this base as our philosophical guideline; about seven basic questions immediately come to mind.

1. How important does the university consider the internship to be?
2. How will the internship be defined operationally?
3. How are competent students for the internship to be selected?

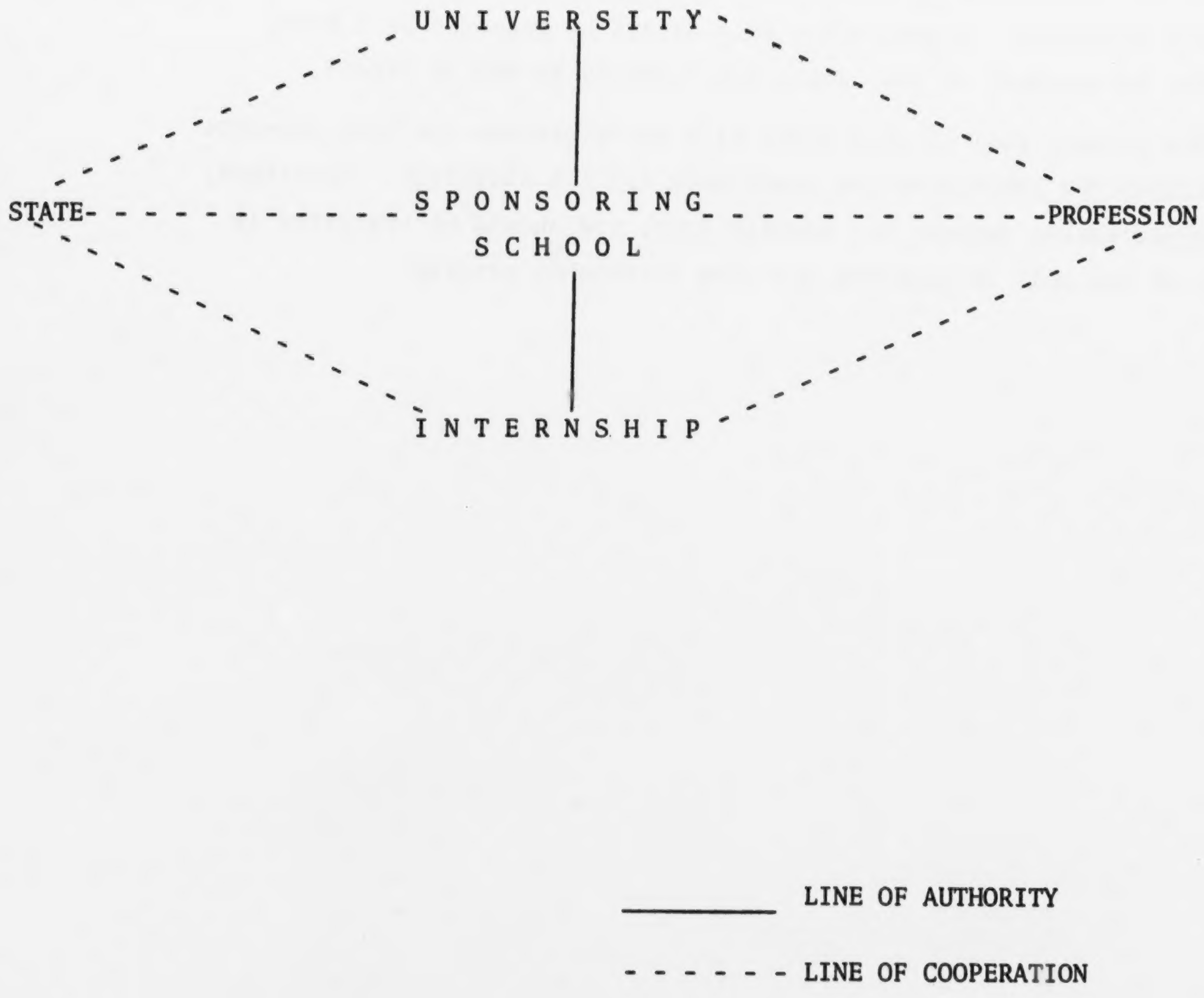
4. What working relationships can be established between the university and the school system?
5. How shall the internship program be financed?
6. How shall the internship experience be evaluated?

We must assume that outstanding internship programs do not just happen but that they are carefully planned and supervised. The task is a major one, one demanding the best thinking, the most vigorous action, and the united support of the professional school, the local school system, the profession, the intern, and the state.

If the internship is to have a beginning, it is important that it be well organized. Organization must always be regarded as a means for the achievement of your goals but never as an end in itself.

The primary goal of this model will be to provide the best possible guidelines for administrative experience for its clientele. Therefore, the organization derives its meaning from, and should be evaluated in terms of how well it supports a strong internship program.

RECOMMENDED ADMINISTRATIVE ORGANIZATION


UNIVERSITY
STATE
SPONSORING SCHOOL
PROFESSION
INTERNSHIP
LINE OF AUTHORITY
LINE OF COOPERATION

ADMINISTRATIVE INTERN PROGRAM OBJECTIVES

The Administrative Internship Program is essentially a partnership between the University, the school system, or other educational organizations and the graduate student, having as its purpose the provisions of opportunities for good supervised field experiences in educational administration.

Thus, the program provides an opportunity for successful practicing administrators to assume responsibilities for a vital part of the training of the student. The existing educational system becomes a learning laboratory, and the student assumes a responsibility for decision-making that requires him to translate theory into practice.

The internship Program naturally follows academic experiences such as guided reading, lectures, films, case studies, simulation exercises, and group discussions. The program is built upon the assumption that both the academic experiences and guided field experiences are necessary parts of the optimum preparation of effective educational leaders, that both parts are essential; but neither part in itself is sufficient to complete such preparation.

The objectives of the Internship Program are:

1. To develop a broader more comprehensive view of educational administration.
2. To provide the intern with the experiences of carrying real administrative responsibility.
3. To develop skills in the techniques of leadership.
4. To help the prospective administrator translate good theory into practice.
5. To help the intern determine the nature of the administrator's job by analyzing his problems and practices.
6. To enable the intern to benefit from lessons learned by the sponsoring administrator during a long professional experience.
7. To increase the intern's knowledge of administration.

8. To improve the intern's skill in dealing with lay and professional people.

9. To provide an opportunity for the school system to fulfill the professional obligation of sharing in the prepartion of prospective administrators.

10. To test the training program of the university against reality in the field.

11. To help the intern gain confidence.

12. To help the intern determine the personal qualities that make a successful administrator.

13. To improve the college curriculum for prospective principals and superintendents.

14. To provide a testing ground for the beginning educator whereby his adequacy of training, probable success as an administrator, and type of position for which he is best suited can be determined.

15. To provide the sponsoring administrator with up-to-date professional counsel.

16. To make the transition from teacher to administrator more gradual.

17. To serve as a bridge between the university and the school districts in the area it serves.

18. To provide new ideas and supplementary services for the school system sponsoring the intern.

19. To encourage in-service development of professors of educational administration.

20. To give the graduate student an opportunity to test his own theories.

21. To instill in the intern the correct interpretation of a code of professional ethics.

22. To stimulate professional growth on the part of the sponsoring administrator.

23. To make available to the administrator the consultant services of staff members of the training institutions.

24. To help the sponsoring administrator identify administrative ability on his own staff.

25. To help the sponsoring administrator identify administrative personnel from outside his own staff.

SELECTION OF INTERNS

The success of any internship program is dependent upon the selection of capable interns. Some educators argue that selection is the most significant determinant in preparation. This action cannot be left to chance. It requires the application of criteria designed to identify candidates with adequate potential for success.

For the sake of common understanding it would seem wise at this point to provide a working definition for the internship. Newell has defined it as a "phase of professional education in which a student nearing the completion of his formal preparation works in the field under the competent supervision of a practicing administrator and a sponsoring university or college."[1]

Since this definition appears to meet all of the criteria for a true internship, it will serve as a frame of reference for the following discussion concerning the selection of an intern.

Selection of an intern is basically a two-fold responsibility shared by the university and the local sponsoring school district. Therefore, a joint effort should be made to screen the candidates using the following basic criteria:

1. Full graduate status in the university
2. Teaching experience will be required only for those who desire certification in the State of Pennsylvania
3. Recommendation of the student for the internship shall be made by a committee composed of faculty members of the university, former interns, and employing superintendents. An interview by this group is most important. Part of this interview should include a case study problem.
4. Prospective interns will be selected on the basis of:
    a. Academic criteria
    b. Physical health--can take the work and have the necessary energy level
    c. Mental health--must not have deep inner conflicts of problems which they can't resolve or can't live with
    d. Character references
    e. Indication of leadership ability
    f. Evidence of commitment to education and community service

In conclusion, all candidates should meet certain high-level criteria. This can only be determined by a great deal of work to ascertain the intelligence, academic adequacy, personality, aptitude, character, ability to work with others, and motivation.

THE UNIVERSITY

The key role of the university will be to design an internship that will provide the type of leadership the schools of tomorrow will require. In designing the internship, the first responsibility the university must assume is to create a philosophical basis upon which to build.

Any such philosophical basis should focus upon a program of instructional and curricular leadership, rather than upon housekeeping and managerial duties. The goal of the university will be that of organizing a program that will produce public school administrators who are process rather than content oriented and who are prepared as persons to cope with the compounding rate of change characteristic of twentieth century education. Such a program necessitates a close working relationship between the public schools and university. In such a relationship, the schools can be used as laboratories where the innovative ideas and theories of the universities can be put to the test.

In planning the internship, the university will also be responsible for providing an organized pattern of professional experiences. These should take the form of a coordinated sequence of pre-intern, intern and post-intern activities that will maximize the intern's exploration of the role of the public school administrator and culminate in the completion of the professional preparation program and qualification for an administrative credential.

The university, in attempting to build a strong internship program should provide staff time for the internship so that a fully qualified professor can devote a portion of his teaching load to the program. This faculty member should be a professor of school administration. It is essential that he be committed to the exploration of ways in which the intern/administration act can be improved. But, in addition to this basic commitment, the recent personal history of the university person should reflect an active role in innovative educational attempts.

One of the primary services provided by the university professor is regular school visitation. A minimum of three visits each semester is suggested. During these visits the faculty member can assist the intern in developing strategies on administrative tasks and can give advice on problems which have developed or may develop. The school visit might include discussing new problems, evaluating curriculum materials, holding conferences with district and local administrators, and making suggestions for the use of various kinds of resources.

These visits by the university professor will be supplemented by the regular internship seminars held on campus. It is desirable that the coordinating professor conduct the seminars, even though he may use the particular skills of others on the faculty. The focus of these seminars should be on new ideas in education, their implementation, and their evaluation. Such seminars should be a source of inspiration as well as guidance for the intern.

The supervising professor also serves as a liason between the university and the school district on the one hand, and the intern and the district on the other. He is in a position to bring to the attention of the interns and administrators university resources that might be useful in the school's experimental programs. He will provide access to other staff resources, auxiliary services, and physical resources. University faculty who have worked in innovative areas such as scheduling, federal programs, and new media can be of particular assistance to the intern. In this manner the local school can provide a proving ground for theories developed at the university. As a result, a more consistant and supportive relationship can be developed between practitioners in the schools and theorists in the university.

Although historically universities have been responsible for the academic preparation of school administrators, the university faculty, isolated from the practitioners of education in its region, has seldom been in a position to offer the kind of leadership which is necessary if purposeful change in education is to become a reality. Through the internship, the university can provide an excellent opportunity to relate its theories to the school system. Thus, theoretical constructs can be examined and field-tested and the university can develop school leaders with the qualifications to direct ever-expanding partners of educational change.

These objectives can be met by the university conducting seminars for the interns and offering relative courses in education administration. Also, graduate courses in schools other than education could complement the above studies, such as planning-program budgeting system, systems analysis, program evaluation and design, and sensitivity training.

Mr. Eugene Bolt, administrative intern for the school year 1968-1969, prepared a university seminar proposal which definitely should be considered. (See Appendix I)

Also, the School of Education of the University of Pittsburgh in their new Graduate Student Guide: For the Program in Educational Administration lists course offering recommended for graduate students in education (See Appendix II)

ROLES OF THE UNIVERSITY AND LOCAL SCHOOL DISTRICTS

THE UNIVERSITY'S COMMITMENT TO THE PROGRAM

The University will appoint one staff member of at least assistant professorial rank to operate the internship program in its operation. This person will be given sufficient office space and secretarial help.

Duties and responsibilities will include:

Coordination	Will work with the various groups -TSASSC, School of Education, Program in Educational Administration, local districts and interns - to insure cooperation of harmony.
Recruitment	Will solicit applications for internships and process them.
Placement	Will locate schools which will provide proper field experiences and will place the interns in them.
Supervision	Will supervise the field experiences by visiting the intern on the job and will consult with the intern sponsors.
Guidance	Will serve as faculty advisor to the interns.
Research	Will direct research on the program.
Seminars	Will coordinate the seminars conducted by the University.
Development	Will work with the associate dean in charge of public relations and other university officials to obtain funds for the continuance of the program.
Public Relations	Will work with the associate dean in charge of public relations and other University staff members to publicize the internship program on the local, state, and national level.
Evaluation	Will continually evaluate the program as it affects the intern, the local schools, and the University.

FINANCING THE INTERNSHIP

It is obvious that one of the most essential ingredients in the successful operation of an internship porgram is adequate financing.

To consider the financing of internships in school administration, it would be helpful to make some initial assumptions about the nature of the experience. Let us assume, then, that the internship extends over a full academic year, that it consists of four to four and one-half days' work per week in a school system (or some combination of work in a system, intermediate district, or state department of education) plus one-half to one day of related formal study in a university. The interns are men aged 25-35 with, so it is judged, a strong aptitude for school management but little experience in education other than that obtained as classroom teachers.

Some internship programs have received in the past, or are now receiving, substantial help from foundations. This works well as long as the financial assistance continues. Past experience, however, leads us to believe that this kind of support can be both unreliable and unpredictable. For a number of years the Kellogg Foundation stimulated internships in various parts of the country by making funds available for such programs. When their support was withdrawn, many of these programs folded. It is doubtful that the foundation support offers the most positive means for financing long-range programs of internships. Foundation support should only be viewed as a temporary arrangement, perhaps helpful in the initial phase.

Therefore, it is suggested that the administrative internship may be regarded as a five-way partnership in the development of school administrators. The five partners--the federal government, the state, the local school district, the university, and the intern--all contribute and all benefit from the relationship. The internship reaches its full potential when the mutual advantages are apparent and the contributions are willingly and generously made by all the partners.

The Federal Government

Increasingly, the federal government is demonstrating the awareness of the national interest in education. It is impossible to state what the theoretically ideal distribution of federal dollars among competing educational users is, but it would seem that the investment in the training of school administrators should be of strategic importance. It would appear appropriate that the form of federal assistance should take the form of grants and should be determined under explicit criteria, lest changes of favoritism be made. These grants should go to the university which in return will distribute the money to the best qualified candidate.

The State

The state has a primary stake in the development of a pool of highly talented, well-prepared school administrators. It is imperative that the state stimulate the guided field experience as an important dimension in the preparation of school administrators. Considerate state financing for the program should be a reasonable goal, since the state is already committed to heavy subsidization of its schools. The state's interest in the availability of school administrators of sufficient quality and quantity is apparent. The state's aspirations for the improvement of education are invariably circumscribed to some degree by the vision and understanding of its school administrators. The further reorganization of school districts in Pennsylvania requires greater numbers of well-prepared specialists in administration: administrative assistants, school business administrators, personnel administrators, directors of curriculum and others.

Specifically, what is the nature of the Commonwealth's responsibility in stimulating the further development of administrative internship programs within the state? Practically all of the studies of administrative internship programs have revealed inadequate financing as the most critical obstacle to their development. Each member of the partnership has an obligation to assume in this regard. But the largest cash outlay must be borne by the sponsoring school systems. Experience has shown that school districts are not likely to assume this burden as often as the demand warrants if the state reimbursement program offers no incentive. It does not in Pennsylvania. Probably the best plan for reimbursement would be for the state to reimburse part of the intern's salary to those school districts selected for such cooperation by the universities with the approval of the state.

The School District

The school district has a direct and fundamental stake in the development of sound administrative internship programs. Executive talent is an extremely valuable commodity. School districts can capitalize upon such talent at reasonable cost by employing interns. These systems often gain first option on the continued services of the intern beyond the period of his internship without assuming any tenure obligation until after the intern's competency has been demonstrated. This trial basis is a considerable advantage when either the justification of a new administrative position or the competency of the candidate is in question. In other words, the internship is a useful means of establishing a position and/or an incumbent on a year's trial basis without committing the system to either the man or the position permanently.

There are at least three other possible benefits to the school district. (1) The intern may perform administrative duties, i.e., he may act as well as observe. The broader the experiences provided to him in a school system, the less presumably, would be this kind of contribution. (2) By the fact that full-time administrators in the district serve also as part-time instructors, they themselves may be stimulated to learn more about the field. (3) The intern may bring the school system into closer and more meaningful cooperation with the university.

School districts have a fundamental obligation to share in the recruitment, selection, and preparation of school administrators. A number of fine school systems have combined their own leadership development programs with university administrative internship programs. In these instances the school systems and the universities have collaborated in identifying outstanding leadership talent, and have combined their resources to relate the theory of the graduate study to the realities of practice in the field.

The University

Universities exist not to make profit in the private sense, but to serve the social good. Their endowments and state subsidies so testify. Their function, broadly defined, is to provide the setting in which knowledge can be developed and distributed. That particular field of knowledge called school administration has been accepted within the general definition. Insofar as graduate training is subsidized, there is a general ease for university support for interns. The internship offers an invaluable opportunity for relating the theoretical formulations of the classroom to the reality of everyday practice. It provides a logical and useful means of communication betwen the professor and intern. A candidate who participates in an internship program can be carefully observed by sponsoring universities so that his strengths and weaknesses are identified. This information is useful later in matching the man and the administrative position. The university makes it contributions to the program by assuming the increased cost of this expensive graduate instruction by providing a low student-professor ratio, graduate credits, and secretarial help.

The Intern

The intern, of course, has a central interest in the internship program. It offers him an opportunity to gain in one year invaluable experience often worth many years of unguided administrative experiences. It permits him to carry administrative responsibilities but without the sometimes alarming consequences that might occur without the sympathetic guidance of his sponsoring administrator and his professors. The intern is also permitted a sort of exploratory experience in administration that enables him to test his career choice and to become acquainted with the various types of administrative specializations and situations in which administration operates.

The intern's contribution to the partnership is evident. The typical intern, although short on experience, is invariably long on preparation, ambition, and energy. The intern's eagerness to learn and his willingness to work are commonplace. The intern's willingness to work long and hard at a salary which very often is not commensurate with the demands and responsibilities of the job represents his contribution to the partnership.

Methods of Financing

Financial support for the intern is an issue requiring serious consideration. The intern is deserving of renumeration from the school district to which he is assigned for the services he renders. He is an experienced and educated graduate student, and with a minimum of orientation he should be able to provide high quality service. Failure of the district to delegate responsibility to the intern commensurate with his competence reduces the value of the internship for the student, the school district, and the sponsoring university.

It is recommended that the intern receive a salary equivalent to the teachers' salary scale of the school district based on years of teaching experience, credits and degrees (Because the internship extends over the academic year, only, we do not need to consider any loss of summer earnings). The school district will pay this salary and shall receive a reimbursement from the state equivalent to fifty per cent of the intern's salary.

Certain inputs are contributed by the university. Both school systems and potential candidates must be recruited and screened. The work of the intern must be supervised. Related seminars must be conducted. This work may be shared among several faculty members. It is estimated that it requires the equivalent of one full-time faculty member of at least associate professor rank for each five interns. Let us say that the salary cost is $16,000 per group of five interns plus overhead costs of forty per cent or $6,400 for secretarial assistance, travel, etc. Also the university will absorb the cost of six graduate credits per trimester taken by the interns for two trimesters. Therefore, for each intern, the university inputs are about $4,720.

$16,000	- Salary
6,400	- Overhead
1,200	- Graduate Credits
23,600	- Total for Five Interns

It is recommended that the federal government, the state government, and the university each pay one-third of the cost to the university.

At the risk of repetition, the joint responsibility of the federal government, the state, the university, the school district, and the interns in the development of the internship program must be emphasized. Perhaps no aspect of school administration holds more promise for the improved leadership of our schools. Perhaps no aspect of school administration is as underdeveloped when measured in terms of our needs and our resources. To overcome this deficiency, the full cooperation and creativity of all partners is essential.

THE INTERNSHIP EXPERIENCES

Since educational improvement is a primary aim of the internship program, the identification and development of meaningful learning experiences is a major concern. This should encompass a full spectrum of clear and sequential administrative experiences related to the position. Substantial responsibility should be undertaken by the trainee in relation to significant aspects of the on-going administrative task: finance, curriculum, staffing, pupil personnel, administrative structure. Moreover, the intern should become intimately acquainted with decision-making procedures, communication networks, change process, and the important technical aspects of administration.

The internship is a time set aside for supervised practice under desirable conditions. It is a period during which the intern may deal realistically with the problems of administration. It is expected that the person, the place, and the program will be carefully selected.

The internship makes it possible, through a trial period, to determine to some extent the potentialities of the prospective administrator. It should give the intern a head start on some of the common problems. It makes it possible for the administrator to check carefully his selection of administrative area and to compare his capabilities with the demands of the job.

The internship experience should have much to offer the cooperative school district. The prospective administrator is most likely working towards a doctorate degree and his contribution coming from this professional preparation, combined with experience, should be valuable.

One assumption of the discussion to follow is that the intern is welcome in the school system, and that the cooperation of the superintendent, principals, teachers, and others may be expected. Certainly, no intern should be imposed upon unwilling personnel, nor may the internship be effective if substantially limited by acts or attitudes of the school people involved.

Professional preparation programs for educational administrators should be the study and the practice of administration. The program should be designed and operated to help interns develop concepts consistent with the realities of administration, and to help them learn how people, ideas, and materials are brought together through administrative processes.

In this opportunity, the intern needs to have a direct participant function. It is not sufficient that he be a passive observer, nor is it sufficient that he be relegated, in effect, to the menial tasks. This does not imply that he should undertake the responsibility for the entire operation, but that in some areas, such as pupil personnel or staff development, he should be provided specific responsibilities for carrying through particular functions. This then, would provide him with some highly desirable experience, and would enable him to make a judgment of his performance in an actual situation. Not only would it enable him to make a judgment, but it would enable others to make a judgment of him.

SEQUENCE OF INTERNSHIP EXPERIENCE

A framework for the internship experience is established through continuous, meaningful planning. The following is a recommended sequence of experience:

1. The first function of the intern upon arriving in the community where he is to serve should be that of orienting himself to the community. A pattern of investigation of the community which would provide him with an adequate background of socio-economic information would be the first order of business. This would involve seeing the community, visiting areas, meeting with groups and individuals concerned with community problems, and becoming thoroughly informed about the community as a social entity.

2. Next, the intern should approach the Board of Education through its secretary or through its public information service to acquaint himself with Board policies and procedures. Attendance at regular Board of Education meetings to determine how the Board actually operates in the community setting would be part of this activity.

3. The intern would inform himself about the support for the schools. His investigations would include financial support (its past history and current level), the pattern of program support, the satisfaction of the patrons with their schools, and the effectiveness of the instructional program.

4. The intern should now be ready to consider curricular orientation activities. This would involve an overview of the existing curriculum and the developmental procedures that led to the establishment of that curriculum. The intern's background should be adequate for him to be an effective critic of the curricular pattern, so that he would know whether or not the curriculum itself is adequate to the situation and whether or not curriculum development procedures are themselves adequate or haphazard.

5. The intern would, of course, be concerned with the appropriateness of the curriculum to the community in which the school is functioning. He would be concerned with the consistency of the curricular offering with the previously expressed and understood philosophy of education. Should there be some lag in curriculum development, or in relating the existing curriculum to a philosophy of education, it would be one of the functions of the intern to be prepared to evaluate the situation and to provide specific, relevant recommendations.

6. The intern would also become personally acquainted with the staff of the school in which he is to serve his internship: who they are, where they come from, and their characteristic behavior patterns. He would develop the kinds of information that an administrator would need in order to make judgments concerning staff performance.

7. The intern would also become informed on the preparation of staff members for their particular assignments. Judgment would be required on his part relative to the appropriateness of this preparation. He would also seek information about in-service opportunities and participation opportunities offered to the staff--particularly their involvement in the pattern of decision-making. Moreover, information would be sought concerning staff morale, staff unity, and the ability of each staff member to orient his classroom goals not only to the goals of the school, but also to the philosophy of the total educational enterprise.

8. The intern should also become acquainted with the details of administrative structure. The administrative structure exists for the purpose of service to the schools. It is necessary to know what is being served in order to have any view of the effectiveness of the structure itself. The first aspect of administration that would need to be investigated is administrative process: how does the administration relate to the community? Through what organizations, through what procedures, through what communication patterns, does the administration attempt to associate the community as a whole with the educational process and effort?

9. Correspondingly, it would be necessary to determine exactly how the administrative process is related to staff. In his assessment of staff, the intern would have become acquainted with the involvement of staff in

various administrative functions. He now would become acquainted with administrative policies and patterns of behavior relative to staff as set forth by, and pursued by, the administration itself.

10. Administrative relationship to pupils would be an additional point of concern. The function of the student body relative to administration would be an important area of investigation. Administrative attitudes toward the students, and administrative attempts to involve the students either in decision-making or in communicative processes would receive careful attention. While these specifics are not entirely separable, it would be possible to consider each as contributing to the total effectiveness of the administrative process.

The intern has now been directly involved in an entire pattern of school operation. He has participated in group processes through interaction with community groups such as the PTA, Service Clubs, and the Board of Education. He has had opportunity to observe various groups of which he is not a member. He has been involved directly in instruction, in an area of his knowledge, and in an area of pupil activity. He has taken part in supervising pupils in their activities, and in teaching-learning situations. He has attempted assessments of teaching effectiveness. He would now possess the ability to make a potential contribution through the supervisory process.

EVALUATION OF THE INTERN

Basic to the success of an internship program is a carefully organized plan of evaluation. One of the greatest values lies in the fact that planning and evaluative activities can be carried out on two levels: first, on the work experience at the assigned location; and secondly, by the University. A coordinated program of university-school district supervision which provides frequent observation, consultation, and planning with the intern should produce a more accurate evaluation of the internship program, facilitate desirable revisions in the previously approved program of intern activities, and increase the insights of intern, University, and school district in the administrative process.

The University of Pittsburgh should appoint a professor or assistant professor to serve as internship-supervisor for each intern. Besides serving as University liaison with the school district, he could properly evaluate the intern by the following method:

1. Observe the intern on the job in the school district at least once a month.
2. Conduct periodic evaluative conferences with the intern and the school district sponsoring administrator.
3. Assign and analyze written reports required of the intern.
4. Determine with the assistance of the school district sponsoring administrator the final performance rating of the intern.

The school district shall designate an administrator to serve as the sponsoring administrator for the intern. The sponsoring administrator could properly evaluate the intern by:

1. Maintaining close contact with the intern, observing his performance, and aiding him with problems in a manner which will promote his maximum development.
2. Conferring frequently (at least monthly) with the intern and the internship supervisor.

3. Recommending revisions considered appropriate for the intern's program.
4. Assisting the internship supervisor in the determination of a final performance rating for the intern.

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APPENDIX I

20-Day Period Seminar Proposal

The University of Pittsburgh operates on a three term basis. The fall term begins some time in September and runs until some time in December. The winter term begins in January and extends into April. The spring term extends from April to August. Each term is fifteen weeks in length, and the school year is 45 weeks in length.

Because most interns will be working in positions in public schools, the internship will run for 37 weeks at the University. In the field each intern will be in a different situation as far as the length of time that might be considered a year. The intern, the University, and the cooperating agency will determine the amount of time each intern will spend in the field.

For the purposes of accounting, it will be convenient to break the intern's time into 20-day periods. The first week of the 37 weeks that the intern is required to put in with the University will be an Orientation week. The remaining 36 weeks will be broken down into nine 20-day periods.

The concept of 20-day periods will provide an instrument that will be beneficial to the University, the cooperating agencies, and particularly the interns. The University is setting up the 20-day time period for the benefit of the cooperating agencies and the interns. The benefit that the University will derive from the concept is that staff members working with the Intern Program will have a closer check on the amount of time they are spending with the program.

The cooperating agent will be using the services of an intern and should be aware of the amount of time that the intern spends with the agency and the amount of time that the intern spends with the University. In addition to the intern's stipend, the intern and cooperating agency can negotiate for compensation on the basis of the time schedule.

The intern is entering a new situation where he must give time in the internship to the cooperating agency and the University and also to his studies at the University. A time schedule will make the intern aware of his obligations to the University, the cooperating agency, and himself.

Time Breakdown

Out of a 20-day time period, an intern will be released five days from his duties with the cooperating agency. Two of the five days will be spent in seminar meetings with the Program Director, while the other three days will be the intern's own time to pursue his studies at the University. The University and the cooperating agency will be flexible so that in a 20-day period they can request up to two days of the intern's time.

SEMINARS

Orientation Seminar

The Orientation Seminar will extend over a two-day period. During the first day, the Program Director, the Assistant Director, the interns, and people from the cooperating agencies will meet in the morning for formal introductions and to discuss the policies of the University and the Intern Program. The schedule of seminar meetings for the entire year will be discussed at this time in order to resolve any conflicts that might prevail.

For the other half of the first day and the entire second day, the interns will meet with the Program Director and his assistant, during which time the program for the entire year will be outlined. Projects will be assigned at this time, and all deadline dates will be given. To insure efficiency and effectiveness, all communications will be placed in writing. The schedule and outline will be prepared, and the Assistant Director will record the meetings and distribute minutes to all interns.

University Seminars

The schedule for seminars at the University will be made in advance of the Orientation Seminar so that the University, the interns, and the cooperating agencies can plan for the year. With the University on a three-term system, the seminars will be scheduled for two full terms (Fall and Winter) and one-half of the third term (called the Spring Session).

Eighteen meetings will be scheduled for the year at the University. The University setting is the initial choice for the seminars because of the facilities available at the University. The directors have their offices located at the University, and other University staff members are readily available. Another factor which makes the University a choice location is the fact that a good percentage of the interns will be from the Pittsburgh School System. More people would benefit from shorter travel time if the meetings were held at the University.

For convenience of advanced planning, the University offers distinct advantages for the place of meeting of interns. This, however, does not rule out the possibility that seminars cannot be switched to other locations. For a seminar that is scheduled for a particular topic, it might be advantageous for one of the interns to host the meeting.

Schedule

The schedule for seminar meetings provides ample opportunities for discussing all phases of the Intern Program. Meeting places and dates will be changed if necessary, but the amount of meetings for the year will remain constant at eighteen, plus two days of Orientation meetings. The University has enough resources available to provide the interns with worthwhile experiences at seminars. If an intern can host a seminar, the experience gained should surpass the experience which would be offered at the University.

Purposes for Seminars

1. Sharing ideas growing out of internship experiences.

The agendas of most seminars will be prearranged. The director will structure the seminar by providing several discussion questions. He will soon recognize, though, that once the interns feel secure enough to talk freely, they will have many specifics to discuss. The interns will gain much from each other by merely describing problems and successes which they have experienced. The excitement of the internship is especially important to the interns themselves. Living the experience will, of itself, provoke many comments, questions, and reactions from all but the most falsely sophisticated interns. The opportunity to share views, which will inevitably call forth reactions from one's peers, is one of the most important purposes of these seminars.

2. Providing empathy and inspiration.

The purpose of providing empathy and inspiration is related to the sharing of ideas. The differences between the two purposes, however, are real. Sharing ideas will automatically provide an interchange of views, but empathy and inspiration must be developed deliberately. Exceptions can be cited, but generally the interns will need some continued focus on the inspirational aspects of their experiences. As activities become routine, their initial excitement may wane. Moreover, the interns may have negative experiences which lessen their zeal. During the seminars, empathetic reactions and provocative interpretations of comments can serve as stimuli for future efforts. When the intern realizes that other interns and a university professor can share his feelings toward his situation, he may be encouraged to continue his work with renewed enthusiasm. The communication of the idea that all are working together can provide significant psychological support to the intern.

Encouraging Experimentation

Plans for activities to be implemented during the internship year should be developed prior to the year's work. The plans, however, are only plans. In one sense, the intern's lack of administrative experience may cause him to be overly cautious. In another sense, this lack of experience may allow him to dream great dreams. In either case, the realities of the daily situation may dampen his spirit. One or two setbacks may lead to unwarranted pessimism, which could have an adverse effect on future activities. The seminar meetings can serve the intern well if he can be shown that a major aspect of his work is to try again and again to effect worthwhile changes in public education.

Providing Direction in Leadership

As the foregoing comments suggest, the seminar can give the intern valuable direction. The seminar participants can provide information on current research in areas of study related to the internship. During the seminars, there can be discussions of pertinent literature, trends, events, and legislation. The insights and information so derived will improve the intern's effectiveness. Faculty resources can be incorporated into these seminar sessions easily. Many University supervisors have found that task-oriented seminars, with emphasis on direction for the intern, are very useful. The nature of the task and its sophistication will determine the frequency and the length of the seminars.

Tasks can be based upon accomplishments of the intern in his school, research findings, simulation materials, problem-solving situations, development of strategies, listings of priorities, and role-playing episodes. If the treatment of these tasks takes the form of discussion, not only will alternative courses of action become apparent, but also improved skills in discussion techniques will result.

Developing a Rationale for Educational Leadership

The seminars can provide the most effective opportunities for the intern to synthesize divergent viewpoints into a meaningful rationale for leadership. Because the internship experience is real and not simulated, the necessity for developing a rationale for leadership on the operational level is quite clear. This rationale can be tested on the job and in the seminar setting. The seminars allow the intern to analyze them to review his actions and the actions of others in a peer-group situation. The University supervisor and his colleagues should provide influence to supplement that of the peer group.

Evaluation of Seminars

Certain facets of the internship seminar can be assessed with some degree of objectivity. Tasks accomplished, reports made, and knowledge of relevant literature will be considered by the University supervisor as objective indications of the intern's performance during seminars. However, valuable as such information may be, the most effective evaluation of the internship seminars will be in terms of professional subjective assessment. The professional growth of the intern cannot be measured exclusively in the seminar setting. The supervisory visits to the school, plus the type and degree of involvement in the seminars of each intern, will give the University supervisor sufficient information for the evaluation purposes.

Schedule of Seminar Meetings

Orientation Seminar -- First week of Internship for two days; introductions, objectives, assignment of projects

First 20-Day Period -- 1. School plant; 2. School finance - Pittsburg, small district

Second 20-Day Period -- 1. Project progress reports given 2. School-community relations

Third 20-Day Period -- 1. School Law - speaker; 2. School law - discussion projects due

Fourth 20-Day Period -- 1. Assignment of new projects, workshop; 2. School staff personnel

Fifth 20-Day Period -- 1. Intern evaluation of their cooperating agency - discussions; 2. Meeting as planned by an intern

Sixth 20-Day Period -- 1. Current problems - racial, military; 2. Progress report on projects

Seventh 20-Day Period -- 1. Current problems; 2. Turn in projects, plan for a meeting arranged by an intern

Eighth 20-Day Period -- 1. Intern conducts meeting; 2. Current problems

Ninth 20-Day Period -- 1. Course evaluation; 2. Last seminar session

APPENDIX II

A. Course Offerings Recommended for Graduate Students in Education

The courses listed below have been recommended by the respective departments for graduate students in education. This recommended list of courses may be of aid to the student and the adviser in planning the academic elective requirements for the certificates and specializations described herein. The selection of academic electives is by no means limited to the departments or to the courses listed below. The student, upon consent of the adviser and the respective academic department, may select other appropriate courses.

Explanation of Course Listings

1 to 99	Open for credit only to undergraudate students
100 to 199	Open to undergraduate and graduate students
200 and above	Open only to graduate students
800 and above	In the School of General Studies--Open to undergraduate and graduate students

COURSE OFFERINGS

No.	Titles
	Educational Administration
210	Pennsylvania School Law
235	Introduction to Educational Administration
240	Elementary School Administration
241	Seminar in Elementary School Administration
245	Foundations in Educational Administration
255	School Business and Fiscal Affairs
257	Principles of School Law
258	School Plant Planning
260	School-Community Relations
261	Staff Personnel Administration
262	Administration to Pupil Personnel Services
268	Collective Negotiation in Education
300	Workshop in School Administration
305	Administration of Adult Education
308	Field Experiences in Educational Planning I
309	Field Experiences in Educational Planning II
310	Educational Leadership I & II
312	Advanced Research Seminar in Educational Administration
351	Independent Study
401	Administration of Special Programs and Services
403	Doctoral Dissertation Seminar
405	Individual Guidance for Doctoral Degree
408	Elementary Principal Internship
409	Secondary Principal Internship
410	Central Office Internship
	Educational Psychology
114	Abnormal Psychology
193	Child Psychology
196	Adolescent Psychology
264	Assessment Techniques in Rehabilitation Counseling
271	Advanced Educational Psychology
272	Psychology of Human Learning
274	Mental Hygiene
275	Psychology of Exceptional Children
276	Mental Retardation

No.	Titles
277	The Mentally Advanced and Talented
278	Child Psychology
279	Seminar in Educational Psychology
280	Personality Structure and Measurement
282	Psychological Testing and Measurement
	Educational Research
210	Introduction to Research
236	Introductory Statistics
237	Intermediate Statistics
355	Planning and Designing Research Studies
	Foundations of Education
200	General History of Education
201	General Philosophy of Education
210	Contemporary Educational Theory
212	Theory of Inquiry in Education
213	The Language and Logic of Education
214	Education and Social Thought
215	Educational Theory of John Dewey
218	Curriculum Theory
226	History of the Practice of Education
227	History of Ancient and Medieval Education
228	History of Modern Education
229	History of Education in the United States
230	Education Sociology
231	Dynamics of Soviet Power
233	American Ideals and Nationality Background
235	Social Bases of Education
240	Education for Urban America
242	Comparative Education
250-251	Economic Education Workshop
252	Community Research Study Workshop
288	Principles and Practices in Curriculum Making
290	Research Seminar in Foundations of Education
	Health, Physical, Recreation and Safety Education
299	Problems in Administration of Health and Physical Education
	Industrial Vocational Education
170	Problems of Organization and Management of Vocational Education

No.	Titles
	Secondary Education
200	The Secondary School in American Culture
209	Problems of Reading Instruction in the High School
210	Conference and Course on Reading
215	The Junior High School
218	Guiding and Supervising
220	The High School Curriculum
222	The English Curriculum
223	Teaching Composition
224	Teaching Literature
226	Seminar in Teaching Mathematics
227	Individualized Instruction in Mathematics
230	The Quality of the Human Environment
232	Measuring and Evaluating Learning in the Secondary School
241	Secondary School Supervision
250	Seminar-Teaching of High School Social Studies
264	Secondary School Administration
290	Research Seminar in Secondary Education
302	Researches in Secondary School Administration
303	Researches in Secondary School Supervision
351	Independent Study
	Elementary Education
230	The Elementary School Curriculum
232	Principles and Practices in Elementary Education
235	Directing Learning in the Elementary School
240	Elementary School Administration
242	Supervision in the Elementary School
243	Problems in Elementary Education
244	The Education of the Disadvantaged
250	Reading in the Elementary School
251	Language Arts in the Elementary School
252	Teaching Reading in the Elementary School
253	Techniques of Diagnosis in Reading and Related Areas
254	Reading Problems and Conference
255	Reading Laboratory
260	The Social Studies Curriculum
261	The Teaching and Supervision of Geography

No.	Titles
265	Seminar in Social Studies
280	Arithmetic in the Elementary School Advanced
281	Seminar: Teaching and Supervision of Arithmetic
290	Seminar in Elementary Education
291	Seminar in Individualized Instruction
351	Independent Study
390	Seminar in Research in Elementary Education
	Sociology
302	Social Casework II (prerequisite 398)
322	Social Group Work II (prerequisite 398)
332	Community Work II (prerequisite 398)
363	Developmental Basis of Social Functioning
364	Developmental Basis of Social Functioning (prerequisite 363)
381	Social Welfare Organization I
382	Social Welfare Organization II
398	Foundations Of Practice
421	Social Work Research I
840	Political Sociology
845	Current Social Problems
847	Sociology of Work
848	Social Change
852	Education in Society
853	Socialization of the Child
855	Social Institutions
856	Social Class in America
860	Social Control
	Political Science
281	American Government
282	Democracy and Dictatorship
283	International Politics
284	Political Theory and Analysis
	Philosophy
817	Contemporary Philosophy I
818	Contemporary Philosophy II
835	Political Philosophy
860	Select Problems in Philosophy
881	Science and Humanism
	Computer Science
701	Introduction to Computer Programming
713	Computer Organization and Programming
832	Numerical Calculus
853	Information Structure

No.	Titles
	Economics (See General Studies Bulletin for prerequisites)
805	Quantitative Methods
815	Intermediate Price Theory
816	Intermediate National Income Theory
852	Government and the Economy
859	Operational Economics
	Geography
840	Economic Geography
842	Political Geography
843	Urban Geography
844	Human Geography
846	Principles of Climatology
847	Conservation of Natural Resources
	History
840	Foundations of American Democracy
841	Struggles of the American Union
842	Recent American History
843	American Foreign Relations
853	Europe in Transition
861	Latin America
863	Russia and the Soviet Union
865	The Far East
870	Select Problems and Readings in American History
	Speech and Theatre Arts
840	Discussion
841	Persuasion
852	Modern Theatre
853	Creative Dramatics
	Religious Education
116	Administration and Supervision of Religious Education
201	History of Religious Education
202	Philosophy of Religious Education
251	Religion and Public Education
	Graduate School of Public and International Affairs
201	Comparative Public Administration
210	Executive Management and Leadership
220	Administration Decentralization
230	Role and Management of Public Enterprise
248	Executive Responsibility for Personnel Management

No.	Titles
	Core Courses of Graduate School of Public and International Affairs
203	Management Systems and Government
210	Public Management-Theory and Practice
222	Administrative Theory
	Core Courses of Graduate School of Urban Affairs
202	Metropolitan Community Studies
207	Urban Information Systems
275	Citizen Participation for Community Action

APPENDIX III

A PROGRAM PROPOSAL TO TRAIN ADMINISTRATIVE INTERNS IN DISADVANTAGED SCHOOL DISTRICTS

Introduction

For many years, policies governing the promotion of teachers to administrative positions have focused on the criteria to be applied in selecting qualified individuals. Now, however, there is considerable evidence that emphasis in promotion policies is shifting from selecting administrators to developing administrators. One approach is a formal program of leadership development including an internship phase in which the prospective administrator works in the field in order to develop a capacity to carry out professional responsibilities. Such a period of internship not only helps a person get practice in administration, but also greatly lessens the risk involved in moving teachers into administrative positions.

The concept of an internship as an integral step in a program in the preparation of professionals has long been a part of training for the medical profession. In fact, the internship in educational administration, has been included in graduate programs for school administrators in a number of universities for some years.

At the University of Pittsburgh, the internship program for educational administration has served schools in the greater Pittsburgh area since 1952. The biggest draw back to the present internship program in educational administration is that the University cannot financially afford to enter into arrangements with schools that are dissadvantaged.

This proposal, if accepted, would service schools that are disadvantaged and provides opportunities for black school people to move into educational administration. In the Pittsburgh School System alone there is a great need for Negro personnel to fill administrative positions. An extension of the present internship program can do great service to the schools served by the University of Pittsburgh.

ABSTRACT

TITLE OF PROPOSAL: Program for Training Administrative Interns In Disadvantaged School Districts.

a. Administrative Internship (full time)
b. University of Pittsburgh and three cooperating areas
c. Director: Dr. James Mauch
d. September 1970 to June 1971
e. Requested 1970-1971: $44,157.

f. (1) Educational Needs: A need for training new administrators in districts that are disadvantaged. There is a need for administrators in urban and in rural areas and at all levels, elementary, secondary, central administrative office, and others.

(2) Objectives: To develop a broader, more comprehensive view of educational administration than can be gotten independently by a new educational administrator. To help the prospective administrator translate good theory into practice. To provide an opportunity for the school system to fulfill the professional obligation of sharing in the preparation of prospective administrators. To provide a testing ground for the beginning educator whereby his adequacy of training, probability for success as an administrator, and type of position for which he is best suited can be determined.

(3) Institutions, departments and agencies: The University of Pittsburgh Educational Administration Internship Program and Departments of Educational Research, Foundations of Education, Elementary Education, Secondary Education, and Higher Education. Four area school districts will cooperate by placing an intern in their school at any level of educational administration.

(4) The Educational Administration Internship Program proposed herein would train eight people for administrative positions. These people would function as a part of the administrative staff and be given experience in all phases of a particular administrative capacity. The interns would also spend some time with the university in order to get direction in the program. University personnel as well as people in the field would provide guidance.

The interns will be trained in all areas of administration. An intern in an elementary or secondary position would work with attendance, teacher evaluation, student activities, scheduling, and discipline. An intern in a central office situation would work with the budget, recruiting teachers, school-community relations, plan planning and staff relationships.

The program would provide a great service to disadvantaged school districts. These school districts would be able to provide a person with valuable experiences as well as benefit from the work that the intern will provide for the school system.

The program will be a supplement of the present Educational Administration Interns. Whereas the present programs provide internships for people in select groups, the proposed program would extend into disadvantaged school districts.

CHAPTER III

NARRATIVES OF SCHOOL DISTRICTS

BUTLER AREA SCHOOL DISTRICT

Reorganization

Butler City which is also the county seat of Butler County is a focal point for business, industry, banking, social and cultural life of the larger school community. The city, however, is completely surrounded by Butler Township and expansion in all activities requiring land use is occurring outside the boundaries of the city. The formation of Butler Area School District in July 1966 by merger of nine school districts is indicative of the changing concept of the community to include the surrounding townships in a larger Butler community. This was preceded in 1954 by the formation of a school jointure, grades one through twelve by the Butler City and Butler Township. These two governmental entities comprise approximately 70 per cent of the population of the school district.

Proposals have been made for a complete governmental merger of Butler City and Butler Township and this may occur sometime in the future. The county seat of government, located in the city, necessarily makes the city the focal point for the five additional townships and two boroughs that comprise the entire school district.

Population and Size

The Butler Area School District is located in the central portion of Butler County and is within easy access to main highways and railroads, forty miles north of Pittsburgh. Physically, it is characterized by rolling hills, farmland, wooded areas, and evidence of mining. There are no major waterways within the school district.

Butler County is one of the few counties in Western Pennsylvania which has been increasing in population due to more people moving in than moving away. The most urban area of the county is that comprising the city of Butler and surrounding areas. Between 1930 and 1960, this area has increased by 10,031 persons or a percentage of 26.8. The total population of the county in 1960 was 113,900 and 44 per cent or 50,651 reside within the Butler Area School District.

A major contributing factor in the development of Butler is the geographical isolation of the community. The community has enjoyed freedom from strife that characterizes many communities of like size. Butler has no "next door" communities such as found in its neighboring counties of Allegheny and Westmoreland. This geographical isolation has contributed to local independence.

Community Composition

There exists an extremely small minority of Negroes residing within the school district. Of the total enrollment, there are only thirty-three Negro children of school age. The pupil census report submitted to the Department of Public Instruction indicated fifteen Negro pupils were enrolled in the elementary schools. Of these, four were attending one school, five another, three another, two another, and one another. The total enrollment in each of these five schools are 491, 212, 229, 246, and 763 respectively. Seven Negro pupils attend the one senior high school. Thus, 33 Negroes attend the schools in our district, plus 24 other non-white pupils, out of a total of 11,419 pupils.

The community structure of the school district is centered in the city of Butler, a third class city, with a commission form of government. The City Council has appointed a Planning and Zoning Commission, Zoning Board of Adjustment, and an Urban Redevelopment Authority, all comprised of local citizens. Butler Township, which surrounds the city of Butler on all sides, is the only first class township in the county. Butler Township has initiated a local Planning Commission as have Center, Oakland, Summit and Connoquenessing Townships, and East Butler Borough. Center Township is a second class township and the other townships in the school district are organized as fourth class townships .

Economic Trends

Butler's 162 manufacturing establishments includes two large industrial employers, Armco Steel hiring 4200 persons and Pullman Standard Car Manufacturing Company hiring 2,500 persons. The labor forces in the Butler plans do not belong to the AFL-CIO labor organizations and thus do not become involved in organized labor's strikes.

School Reorganization

The district has a public school enrollment of approximately 11,400 pupils, and parochial school enrollment of about 2,000 pupils. Seventeen public elementary schools, five parochial elementary schools, one junior high school, one senior high school serve the community. There is a professional staff of about 500 members working within the public school district. One obvious weakness in the structure of the school system is the lack of a kindergarten program.

Community Participation

Public participation and involvement in school affairs is minimal. School board meetings are open to the public, but rarely do more than a handful of persons attend a meeting. This is true even when issues of major policy are discussed.

The local PTA's and other groups such as Education-Business-Industry Committee and Human Relations Committee, while voicing an interest in excellence in the schools have tended not to actively influence the school system. These groups come together only as particular issues affect them.

The Butler Area Kindergarten Association is one of the most active organizations affecting the school system. Their participation is a direct outgrowth of no kindergarten program in the Butler Area School District. Presently, this group is continually pressuring the Board into a kindergarten program. It appears that kindergarten will be available the fall of 1970.

The only civil rights group in Butler is the Butler Human Relations Committee which is accommodating rather than militant. Because of few racial problems, this group has evolved into primarily a status quo organization.

None of the above groups represent a meaningful challenge to the school system or board policy. The administration staff and the board has a free hand in maintaining the system and doing business as usual.

School Finance

Butler Area School District is fortunate to have an above average tax base. In 1965, Butler's manufacturing establishments produced goods totaling $496,908,000.00. The value of mining production was $9,446,000.00, and cash receipts from farming was $15,400,000.00. The Source of Funds during 1968 were: Local Taxation $4,010.0, State $3,213.0, Federal $295.0

Innovation in the School System

Innovation in the Butler Area School District during the past eight years has been relatively good compared to other schools in Butler County. Most of the following innovations have come from the staff itself. Community pressures for innovation are minimal even though the board has played some role in requesting changes.

A. Elementary Guidance

Two guidance consultants, a man and a woman, serve all the elementary schools and work with the school psychologist, principals and teachers in identifying pupils with social and educational problems. These consultants also work closely with other school personnel, agencies, and homes in helping to solve the problems that have found early identification.

B. Gifted Classes

One group of 20 - 25 pupils is selected during their fourth grade for an enrichment program in fifth and sixth grade. These are superior pupils whose selection is based on teacher recommendation, past achievement, emotional stability and motivation, and psychological testing, plus parental consent. The program is continued through junior and senior high with additional students being added and some dropping out of the program.

C. Pre-First Grade Classes

Since the district does not, at this time, offer kindergarten experience, an attempt is made to compensate to some degree for this lack by offering a summer program for six weeks, two and one-half hours a day to all potential first graders. This is an attempt to make the transition from home to first grade easier for the child.

D. Junior First Grade Classes

This is an attempt to enrich the academic, social, and emotional lives of immature pupils. These are children who are eligible for regular first grade, but who need more readiness experiences before they will be successful in the regular first grade program.

E. Special Education

Seven classes for the educable mentally retarded are a part of the elementary program. These classes are organized to keep pupils of similar ages together. At approximately age twelve, pupils from this program advance to a comparable program in the junior high school. Sixteen mentally retarded pupils in the trainable category, ages eight to eighteen, are assigned to county operated trainable classes. Three pupils with severe physical handicaps attend a county operated class for the physically handicapped.

F. Educational Television

The elementary schools participate in the offerings of educational television station WQED in Pittsburgh. Each of the seventeen elementary schools is equipped with one or more television receivers and many of the instructional programs offered each day by WQED are used to supplement the regular classroom program. At the present time, approximately three-fourths of our two hundred classroom teachers in elementary and a similar percentage of elementary pupils participate in WQED offerings.

G. Federal Programs' Services

The Butler Area School District employs a Director of Federal Projects. It is his assignment to assess the needs and the eligibility of the school district for such federal funds that are available under the Elementary and Secondary Education Act and the National Defense Education Act. Since ESEA began over two years ago, projects have been written under Title I and work undertaken in those schools which serve what are designated as "target areas," including both public and parochial schools. Although some equipment has been purchased for the district under this program, a major portion of the money available has been used essentially for the improvement of reading and mathematics for disadvantaged pupils, by the employment of remedial reading teachers and teacher aides to assist teachers in the designated schools. Under Title II, a large number of additional library books have been purchased for both elementary and secondary libraries, along with certain audio-visual materials for classroom use. The funds received under Title I for the past two years have amounted to $241,659.08. The funds received under Title II during the past two years have amounted to $57,934.82.

One handicap that has presented itself to our school district has been the fact that many of the programs for which federal funds have been available had already been under way in the Butler Schools and, thus, were not eligible for financing by federal funds. We are anticipating for the 1968-1969 school year an additional program involving a Title III project sponsored by the Commonwealth on an experimental basis assigning an elementary guidance counselor to a single target area elementary school for developmental guidance.

The National Defense Education Act has contributed to the Educational program of the Butler Area School District since the introduction of the NDEA program in 1959. Expenditures in the fields of Science, Modern Foreign Languages, History, Geography, English, Reading, and Mathematics were approved under Title III of the Act. Expansion of guidance services has been reimbursed under Title V of the act. Programs in these areas were outlined by the local district and approved by the State Department of Public Instruction. On the basis of these approved programs, expenditures to expand the offerings to provide better educational equipment and facilities for Butler students were approved. As a result, approximately $150,000 in reimbursement has been received by the local district.

Although the Manpower Development and Training Act was intended to enhance the employability of adults by retraining, the Butler Area School District has organized and supervised classes in Welding for local industry for several years and more recently, classes in Practical Nursing for ladies seeking an employable skill.

H. Home Teaching

When it is physically impossible for a pupil to attend school for a prolonged period of time, the Butler Area Schools provide teacher service in the home at no costs to the parents. The teachers who provide this service in the home are paid at an hourly rate determined by their teaching contract and they must be certified in the subject areas and grade levels that are involved in their instruction.

CHURCHILL AREA SCHOOL DISTRICT

Reorganization

The Churchill Area School District is located about ten miles east of downtown Pittsburgh. The present official organization is comprised of four municipalities, namely, Chalfant Borough, Churchill Borough, Forest Hills Borough, and Wilkins Township.

Three of the four municipalities originally functioned as separate school districts and operated their own schools. Churchill Borough, although separated from Wilkins Township School District as a municipality, remained a part of the Wilkins Township School District. As a result of public referendum, the school districts of Wilkin Township and Chalfant Borough became a union district in 1960. Following this action, the Union District entered into a jointure with the Forest Hills School District and thus brought the entire area under a single school administrative unit known as Churchill Area School District as of July 2, 1962.

Population and Size

Churchill Area School District with a total population of about 25,000 is classified as a third class school district in Pennsylvania. The land area contains 6.7 miles of short valleys, gentle and steep slopes, knolls, and hills typical of Western Pennsylvania. The boundaries extend from the Allegheny River on the north, to the Monongahela River on the south, and from Thompson Run and Turtle Creek on the east, to Pitt Township on the west.

Community Composition

The community is virtually 100% English-speaking and a recent survey of the school enrollment showed seventeen (17) Negro children and seventeen (17) oriental children as the total enrollment of minority ethnic groups represented.

Economic Trends

The area being chiefly residential suggests that a large segment of the adult population is employed out of the area, mostly in and around Pittsburgh. Major interests are in the professions, commercial and industrial pursuits, and government agencies. Table 2 shows pertinent data concerning the educational background and income of the residents. This table suggests a community that would have considerable interest in the education of their children.

Although the area is chiefly residential, encouragement is given to certain desirable types of enterprises to locate in the area, i.e., central or general offices, research laboratories and training centers; and presently located there are the Westinghouse Electric Corporation's Research Laboratories, a General Motors Training Center and a three story office building of the Croation Fraternal Union of America. The usual community commercial and service establishments are found as well as a very few small manufacturing industries.

School Organization

The nine elementary schools scattered throughout the district range in enrollments from a low of 160 pupils to a high of 575 pupils. For the most part the schools are strategically located and are "walk-in" schools. A tenth building was abandoned in 1968-69 and is now used as a book processing center, conference center, and for central storage.

The secondary school program is organized on the junior (7-9) and senior (10-12) high school plan. There are presently two junior high schools and one senior high school in the district.

Prior to the opening of the senior high school in 1963, Churchill Area students attended grades 10-12 as tuition students at various neighboring high schools. The first class to complete all of their high school education at Churchill Area High School was that of 1966.

Community Participation

There are many agencies and organizations in the district that are active in programs for improvement in the community and in the schools. They include

Parent Teacher Associations, civic improvement organizations, Committee to study Juvenile Delinquency, church groups, service clubs, women's clubs, League of Women Voters, Human Relations Committee, Churchill Area Education Association, veteran and patriotic societies, drama clubs, garden clubs, historical society and literary clubs. Their contributions to the school program are many and varied. Some of these are gifts to the schools, eye glasses for students, and money for medical treatment for students. They honor students for leadership and scholarship, compile factual student of the school system, sponsor art contests and oratorical contests, and give donations to the libraries. Some of the organizations use the school facilities for meetings and send representatives to the school board meetings.

School Finance

One of the best indications of a school district's wealth is the market value of property within the area. This figure specifies real estate values in the area based on actual values. Market value along with assessment values are generally used to determine the ability of local school districts to raise funds through their primary source of income, the real estate tax. Yearly, the Pennsylvania Tax Equalization Board provides both market and assessed values for each school district.

Combined market values and assessed values have been calculated to show trends for the total district. As noted in the data there has been a total increase in market value of $58,803,000 since 1959. This represents a 64.2 per cent increase for the combined district. A yearly growth pattern for the district is also revealed in this data.

The amount of market value per pupil in a school district gives some indication as to the district's ability to finance an educational program. In 1959, the combined market value was $91,656,600. Pupil population in the public schools numbered 4,167 which yields an average of $21,995 per pupil. For 1968-69, the market value of $150,487,000 and a pupil population of 5,805 represented an average $25,023 per pupil. This indicates that Churchill Area is above the regional median in the wealth behind each pupil. Our region includes New York, New Jersey, and Pennsylvania.

Innovation

The district will make an attempt toward individualizing instruction by starting a pilot program (1969-70) at one of the smaller elementary schools. The approach will be that of a non-graded, team teaching arrangement with differentiated staff. The direction of the district elementary program is contingent upon success of the pilot program. Other experimental programs will be tried at some of the elementary schools in the district to find ways to individualize instruction. The district recognizes that all of the existing facilities cannot be adapted to a great change from the traditional self-contained classroom to a non-graded setting. However, if enrollment continues to decrease as is projected, the possibility of future enrollments being absorbed by a lesser number of buildings has implications for future building needs, staff, and program.

It is difficult to abandon buildings that are structurally sound and suitable for the type of educational program that has been in effect in the district. If the direction of the program would demand a significantly different educational facility, then thought must be given to either remodeling the present structures or abandoning some and providing additions to others.

The district realizes that the success of innovative educational programs is dependent upon leadership, community, pupil, and most important--faculty involvement. If the organization of the elementary schools is to be one of non-graded, then faculty participation in planning and development is essential. Thus, at least one year or more before commitment to such a program, in-service work and cooperative planning should begin. Consequently a district-wide change in the elementary organization cannot be realized until 1970-71 at the earliest.

Table 2

EDUCATION AND INCOME OF SCHOOL DISTRICT RESIDENTS
CHURCHILL AREA SCHOOL DISTRICT

1967	CHALFANT	CHURCHILL	FOREST HILLS	WILKINS TWP.
MEDIAN INCOME-FAMILY (County Average $6,173)	$6,600	$13,000	$7,900	$7,000
MEDIAN EDUCATION* (County Average 10.8 yrs.)	10.2	12.8	12.5	12.2

* People over 25

Source: KNOW YOUR SCHOOL-CASD, The League of Women Voters of the Pittsburgh Area, 1968

FOX CHAPEL AREA SCHOOL DISTRICT

Reorganization

Fox Chapel Area School District, a third class school district situated northeast of the City of Pittsburgh, was created by the union of the School Districts of the Boroughs of Aspinwall and Blawnox and the Townships of Indiana and O'Hara. Prior to the union,effective July 6, 1959, the Boroughs of Aspinwall and Blawnox and the Townships of Indiana and O'Hara each had its own school district. At the time of the union, substantially all of the Borough of Fox Chapel was in the School Districts of the Townships of Indiana and O'Hara.

Population and Size

The Fox Chapel School District covers a territory of more than 33 square miles northeast of Pittsburgh. Fox Chapel area is the fifth largest school district in Allegheny County in terms of territory.

The Borough of Aspinwall is a small densely populated residential community in the Allegheny River Valley having a population of approximately 3,720 and an area of approximately 175 square miles. The Borough of Blawnox has a population of 2,020 and an area of .39 square miles. The Borough of Fox Chapel has a population of approximately 4,090 and an area of approximately 8 square miles. The Township of Indiana has a population of approximately 6,570 and an area of 17 square miles. O'Hara Township has a population of approximately 10,360 and an area of approximately 7 square miles.

Community Composition

The School District is made up of a large number of heterogenous villages and neighborhoods. Approximately 75 to 100 non-whites live in the school district. A small Negro section of a village in Indiana Township makes up most of this number of non-whites.

Economic Trends

A high percent of the population of Aspinwall are clerical workers and retired people. Most of the employed residents of Blawnox are blue collar workers and a large percentage of its voters are over the age of 50. Fox Chapel Borough is a well-to-do residential community. Most of the people are professional people. Residents of the Township range from professional people to unemployed coal miners. O'Hara Township contains a number of separate, heterogeneous communities. In some sections of O'Hara there is a large number of unemployed persons and blue collar workers while other sections have a large proportion of professional people.

The school district is not wealthy in comparison with other school districts in Allegheny County because it is mainly residential and rural in nature. Light industry in Aspinwall, Blawnox, Indiana and O'Hara add to the economy of the area along with the steel plant in Blawnox. In recent years an industrial park in O'Hara Township has added greatly to the economy of the area.

School Reorganization

The school building program has dictated the type of school organization that the district could have. Prior to 1961, the district had a small senior high school, including grades ten to twelve. Junior high students grades 7,8, and 9 were housed in two elementary schools. Many students of senior high age attended neighboring high schools on a tuition basis.

In 1961, a new, modern senior high building was completed. The new building housed grades nine through twelve, while the old senior high became the junior high, housing grades 7 and 8.

When Dorseyville Junior High School opened in 1964, it included grades 7,8, and 9: and the senior high became a three-year school. The old junior high was extensively remodeled as an elementary building to replace another elementary school that had been condemned.

The next school reorganization occurred in 1967, when an addition to the senior high was completed. Once again, the senior high became a four-year school and the junior high with 7 and 8.

SCHOOL REORGANIZATION

K - 6 - 2 - 4----------------------1961
K - 6 - 3 - 3----------------------1964
K - 6 - 2 - 4----------------------1967

School Finance

Local school revenue in the Fox Chapel School District comes mainly from the real estate tax. Approximately five-sixth of local revenue is realized through the real estate tax. The ratio of assessed valuation to certified market value has been fairly constant at approximately 50 percent. School revenues have been increased mainly by increasing millage. The tax rate for the 1969-70 school year will be 46 1/2 mills. The remaining school revenues are realized from an earned income tax (1/2 of 1 percent) and real estate transfer taxes.

Allegheny County board of assessors have at regular intervals made a triennial assessment of all the property in the Fox Chapel Area School District. The continued growth of the communities of O'Hara Township, Fox Chapel Borough, and Indiana Township has added to the assessed values.

The recent development of the RIDC Park on the former Workhouse property in O'Hara Township has added $5,000,000 in assessments to O'Hara Township and the school district. To date some eighteen firms have located on the RIDC property and more firms are negotiating for property or are under construction. Additional firms are locating in the next ten years on the RIDC property and it is anticipated that the full development of the RIDC Park will bring increased assessed valuation of approximately $50,000,000.

Community Participation

Coordination Council of Community meets with School Officials in Supporting Role.

Parents Teachers Association meets with School Officials in Supporting Role.

Innovation

The Kindergarten Program was expanded in 1962 to cover all areas of the school district. Prior to 1962, only a few of the elementary schools conducted kindergarten classes. When the school district was formed, those schools with kindergarten went on with the Program, and those without these facilities remained without them. The Kindergarten Program is completely financed by the School Board, with no extra charge to parents.

A second innovation in the elementary schools was a Comprehensive Reading Program, which went into effect in 1965. The Elementary Reading Program was gradually introduced into the system. All of the elementary buildings were involved in 1965.

As an extension of the fine reading system in the elementary schools, a summer Elementary Reading Program was added in 1966. The Program has been proven successful, and will be expanded to include more students.

In the 1962-63 school year, a French Language Program was introduced into the elementary schools. The Program was not effective and was dropped in 1965.

Fox Chapel High School started its Summer School Program in 1965. In the first year, only make-up and enrichment courses were offered. In 1968, advanced-credit courses were offered; and they proved very successful. The Summer School Program continues in operation, and will once again be expanded.

Also, in 1965, a Work-Study Program was initiated. Students were placed in business and industry in the Fox Chapel Area during the second semester of their senior year. The students attend classes in the morning and are excused in the afternoon to work in their particular area. The Program has been expanded during the four years that it has been in effect, until this year, when thirty-five students have been placed in work-experience positions.

An Adult Education Program has been in effect since 1961. Community demands dictate the type of courses offered. The standard courses --- sewing, physical education, swimming, typing, etc. are always offered, along with courses such as guitar playing, skiing, ballroom dancing, and bridge.

UNIONTOWN AREA SCHOOL DISTRICT

Reorganization

The Uniontown Area School District is comprised of Franklin Township, Henry Clay Township, Markleysburg Borough, Menallen Township, Ohiopyle Borough, Stewart Township, Wharton Township and the City of Uniontown. The five townships, two boroughs, and the City of Uniontown came into legal being as a unified school district on July 1, 1967, under the Pennsylvania Reorganization Act of 1963.

Population And Size

The school district comprises a total of approximately 60,000 acres of which approximately 12 percent is developed. Nearly half of the developed land is devoted to public use, almost one-fourth is residential and the remainder is devoted to commercial, industrial, and transportation use. The Uniontown Area School District in 1960 had a total population of 30,643.

Community Composition

Fayette County was for many years one of the major coal and coke centers of the nation, but today there are no longer any major coal mining operations in the county. This decline of the coal industry has erased 20,000 mining jobs and brought severe economic and social dislocations to the community. No substitute industrial base has been established as yet on a scale sufficient to compensate for the loss of the coal industry. In many cases, a whole generation of people have existed at substandard economic levels. Fayette County has thus been caught in a vicious cycle of dwindling human and economic resources, despair and frustration, and economic and welfare problems.

School Organization

At the present time the Uniontown School District organization is based on the 6 - 3 - 3 plan. The elementary schools (14) include kindergarten and grades one through six: two junior high schools with grades 7 - 9; one senior high school composed of grades 10 - 12. This plan has the present approval of the D.P.I.

The long range plan as presently proposed and approved calls for a different organization. Elementary grades will be K through 5, a middle school for grades 6 - 8 and a four year high school. The transition from the present system to the new should be completed by 1980.

Economic Trends

Community efforts to broaden and diversify the economy have brought a number of new major industries to the region. Future industrial growth is stimulated by the Greater Uniontown Industrial Fund's ownership of almost 400 acres of good land for industrial use and the Fayette County Development Council's control of a number of other potential industrial sites. With the well-established trend of industry's search for sites away from large metropolitan centers, the prospect of further industrial growth within the school district is favorable.

It appears that the worst of the unemployment in the district may be over. Future drops in employment, if they occur, will not be as severe as the serious declines experienced in the district during the last decade. The decline of the mining industry is over and employment in other industries and businesses has been fairly stable in recent years. The heavy emigration of the past decade has lowered the total work force and has reduced the unemployment rate without any significant change in the number of job holders. However, it may be too soon to determine whether the unemployment level of the district has hit bottom. Contrary to the impression one gets from unemployment data, Fayette County has established an impressive record of industrial promotion.

Community Participation

Parents-Teachers Association (Meets with School Officials in Supporting Role).
Advisory Council (Meets with Superintendent).
Central Administrative Staff (Meets with Superintendent).
ESEA Title I Federal Coordinator (Meets with School Board).
Press (Attends School Board Meetings).
PSEA Group (Attends School Board Meetings, meets with School Board and Superintendent).
NAACP (Meets with Superintendent and Central Staff).

School Finance

The relative lack of wealth in the Uniontown Area School District, as reflected by a study of receipts by source, indicated that the largest share of receipts comes from the Commonwealth.

In Pennsylvania the primary source of tax funds for school purposes is the real estate tax. The basis for this tax is the assessed valuation of property. The market value, the assessed value, and the ratio between these two values for the Uniontown Area School District for the past ten years has shown a rather uniform and modest increase in market value for the period from 1958 to 1968. Because of the relatively constant assessed valuation, increases in school tax revenues have had to be realized through either mill rate increases or the use of other forms of taxation.

Many factors may be used to measure educational support but one factor of greatest importance is the current expenditure on education per pupil. In education, as well as in most other expenditures, we receive quality in proportion to what we pay. Uniontown, with an expenditure of per pupil in average daily membership, seems to be making a strong effort to support its educational program.

Innovation

With the appearance of Title I, innovation in the Uniontown Area School District has been excellent. The following innovations have come mainly from the staff and the Board. Community pressures of innovation are minimal but at times these voices have played a major role in changes that have taken place in the school district.

Comprehensive Plan. This plan was recommended by the Superintendent and approved by the Board in 1966. It was completed in May of 1968 and its recommendations have been endorsed by the Board and are slowly being instituted in the district.

School Psychologist. This person works very closely with other personnel helping to solve pupil problems.

Administrative Intern. His duties are usually an outgrowth of problems that confront the Central Staff.

Pre-First Grade. This program is in reality a pre-kindergarten set-up stressing enrichment.

Temporary Buildings. Twenty portables were purchased and placed throughout the school district. These buildings serve as centers for our compensatory programs for the disadvantaged.

Special Education. Four classes for the educable mentally retarded have been instituted as part of the elementary and secondary program.

Reading Clinic. Nine reading specialists have been placed on the staff who work exclusively with students who are two years behind in reading expectancy.

Resource Consultant. A resource person was added to the staff to work with elementary teachers. This person is available to anyone experiencing difficulties or those who may need help in locating resource material.

Teacher Clerks. These clerks are available to teachers to perform non-teaching tasks.

WASHINGTON SCHOOL DISTRICT

Reorganization

The Washington School District is comprised of two municipalities, namely, the City of Washington and the Borough of East Washington. The City is also the county seat for Washington County and is located almost in the center of the county. The district came into existence on July 1, 1966 as a result of the School District Reorganization Act of 1963.

Population and Size

In the 30-year period from 1930 to 1960, the District experienced a rise then a decline in population. From 1930 to 1950, the population increased by 2,180 persons for a gain of 8.3%. Between 1950 and 1960, the District lost 2,456 in population, a drop of 8.9%. All of the population loss occurred in Washington City as the Borough of East Washington registered an increase in each decade. Land suitable for residential development has been almost completely utilized leaving little and unsuitable land for additional housing for the natural population increase. The corporate area of the City of Washington and Borough of East Washington totals 2,114 acres, of which 80 percent or 1,668 acres are developed. Since much of 446 acres of undeveloped land is unbuildable because of topographic or drainage difficulties, it is evident that very little land available for building remains within the corporate limits.

Community Composition

The late 1800's brought substantial migrations from Central and Southern Europe into the area to fill the demands for laborers created by the developing activities of coal, steel, and glass industries. Their traditions, customs, and mores continue to exert an influence in the District. In 1960, the census identified a total of 2,242 nonwhite residents, of which 2,217 are Negro and 25 persons of other races. Thus, for practical purposes, this minority group will represent a discussion of Negro settlement and conditions in the District, for it clearly represents one area of nonwhite concentration in southwestern Pennsylvania, exclusive of the City of Pittsburgh.

77

Economic Trends

Several notable trends in the past few years give encouragement to the overall troubled economy of the recent decade. Even though the out-migration of persons in the Washington area has reduced the population to a critically low level, salaries are generally increasing at better than average rates for those who still reside in the area. Judging from the industrial salaries and from the effective buying income, wages and salaries for persons of the middle and upper classes are rising steadily. However, a large group of persons in the extremely low income brackets persist.

A second encouraging trend is relative to the unemployment rate of the past year in Washington County. For long periods of time, unemployment has been synonymous with the Washington County area. However, in the fall of 1966 the local office of the Bureau of Employment Security indicated that the unemployment in Washington City was estimated to be approximately 1.5 percent to two percent.

While expansion and construction of industrial facilities have been lagging in Washington City in the past, they certainly have not been lagging on a County-wide basis. However, it is expected that through the efforts of the R-98 Central City Urban Renewal Project, there could be new industrial development within the City proper.

The loss of a number of substantial commercial enterprises and the opportunities for employment could possibly be reflected in a lower tax base for the City and School District in the near future. Whether these losses can be recouped by proposed commercial facilities in the City's R-98 redevelopment project area is a matter of conjecture at this time.

Certainly not to be overlooked in the overall economic forecast are plans which are being prepared for Washington and Jefferson College. The College anticipates growth in all sectors which include student enrollment and faculty expansion. It has been estimated by Washington and Jefferson that in 1966 the students spent about $600,000 over the above normal enrollment expenses in the Washington area. A growing college must be catered to and the local merchants are certainly cognizant of the spending power of the student. By 1970, the College anticipated expansion from the current

840 full-time students to 1,100 and an increase of its faculty to 90 members. Also not to be overlooked is the amount of construction which will be taking place on campus through its development program. These plans all point to greater flow of money in the Washington area.

School Organization

Prior to this school year, 1968-69, the Washington School District was organized on the 8-5 plan. The elementary schools included kindergarten and grades one through seven; the Junior-Senior High School grades eight through twelve inclusively. This plan had the approval of the D.P.I. many years ago, although it was the original intent to organize the District on a 6-6 plan.

The short-range plan to end racial imbalance has resulted in an alteration in the school organization. At present the organization is as follows: K through six, seventh grade in a separate building and Junior-Senior High School grades eight through twelve.

The future plans for the District call for still another organizational pattern. Elementary grades will be K through four, a middle school for grades five through eight and a four year, nine through twelve senior high school. The organization sequence will then be K through four, five through eight and nine through twelve.

Community Participation

Direct public participation is achieved in the selection of board members. Limited participation is exercised by interest groups (parent's clubs, Human Relations Commissions, League of Women's Voters, Chamber of Commerce, Service Clubs, NAACP), through ad hoc meetings with school officials.

Plan to End Racial Imbalance

The Washington School District was one of several districts throughout Pennsylvania cited by the Pennsylvania Human Relations Committee for racial imbalance. The school board and administrative staff working with the Citizen's Advisory Committee, neighborhood parents' groups, faculty members and individual citizens devised a plan to remove de facto segregation in the District. This plan has been accepted and approved by the Pennsylvania Human Relations Committee. Basically the shortrange plan calls for transferring from the Sixth Ward school all K through sixth grade pupils to other elementary schools. A program for nongraded instruction is being considered. In this Sixth Ward school, a center for curriculum and educational development will be developed. Included in this will be a professional library and instructional materials center. The school board fully realizes that desegregation involves far more than manipulation of enrollment figures or utilization of buildings or transporting students or adjusting attendance areas. A comprehensive orientation program for staff, students, and the community is necessary. The program would enlist the aid of consultants, school personnel and leaders in the Negro community.

There are but three nonwhite professional persons employed in the seven elementary centers of the Washington School District. This represents a little better than three percent of the 88 professional employees serving these centers. The obvious conclusion drawn from these figures is that there is need for a vigorous recruitment program for both professional and non-professional employees. School officials responsible for recruitment have increased their effort and will continue to increase their efforts to integrate the staff.

Reassignment of children from a unique neighborhood culture to another involves a widening of the spectrum of backgrounds within each classroom. It intimates the dilution of groups of educationally disadvantaged children to the classrooms throughout the District. To provide for this opportunity of fostering intergroup understanding and providing quality education for all children, a careful study of existing educational programs must be made.

To meet this most crucial need, the Board has organized a curriculum development program within the framework of a curriculum and educational development center to be located, as previously mentioned, at the Sixth Ward School. The program is actively in operation with the election of a curriculum council that will serve as a policy-making and study body. The immediate concern of curriculum development will be the nature of the elementary school program. Trends toward the nongraded approach or individually prescribed instruction are felt at the present.

The curriculum and educational development center at the Sixth Ward School would initiate experimental pilot projects at that school, recruiting children from all buildings in the district. The dissemination of data and information to the other units in the District would provide personnel with data regarding the feasibility of various education strategems.

The operation of the curriculum and educational development center would be coordinated by the curriculum council under the chairmanship of a curriculum director. This body would provide leadership for in-service training programs to be carried out over the school year.

The emphasis in the educational program during the initial school year of integration would be the analysis of the existing with modifications developed as required. Involved in this approach will be the immediate implementation of minority group history as applicable to the social studies curriculum. In addition to all of the short term measures taken to eliminate racial imbalance, it is necessary for the District to develop a plan to permanently end, once and for all, racial imbalance. This must involve a modification of the present school organization and the subsequent construction to house the K to four program, a middle school for grades five to eight, and a four year high school housing grades nine to twelve. Estimates indicate the cost of the building projects planned for the District during the next ten years will amount to about $10.6 million.

The projected plan for new buildings will enable the staff to develop educational specifications. Through these, the architect will be able to design buildings capable of housing an educational program truly aimed at meeting needs of individuals. For example, the libraries in the middle school and high school will become learning materials centers and as such be the hub of the instructional program. They will have facilities for individuals as well as small group study; they will have terminals for computer assisted instruction and, among other things, audio and visual retrieval systems.

The buildings will have rooms of varying sizes. These will enable the staff to teach what can be best taught in large groups and also meet with small groups or individuals in seminar rooms.

The opportunities for developing programs for terminal students will be a challenge for the District. Consideration will be given to integrating the curriculum with the Area Vocational Technical School.

The opportunity to develop a community school concept will be explored. By fully using community resources and adult expertise, the professional staff can broaden the educational experience of the children. The educational program can leave the enclosure of the classroom at times or the community can enter the classroom. Another facet of this concept is consideration of the basic educational needs of the adult population.

It can be said that the Washington School District has the challenging opportunity of recreating a school system, not only in the obvious physical way with new buildings but in the much more hidden and subtle way of curriculum improvement and advancement.

Sources: Long Range Development Plans

APPENDIX A

FINANCIAL AND STATISTICAL TABLES RELATING TO THE SCHOOL DISTRICTS OF THE ADMINISTRATIVE INTERNS

1965-1966 - 1967-1968

TABLE 1

Sources of Funds
School District of Butler
1965 - 1968
(Thousands of Dollars)

Year	Local Taxation	State	Federal	Other	Total
1965 - 66	$3,313.9	$2,684.7	$136.9		$6,135.5
1966 - 67	4,002.8	2,700.7	223.3		6,926.8
1967 - 68	4,010.0	3,213.0	295.0		7,518.0

TABLE 2

Sources of Funds
School District of Uniontown
1965 - 1968
(Thousands of Dollars)

Year	Local Taxation	State	Federal	Other	Total
1965 - 66	$1,116.6	$1,654.7	$398.8	$1,025.4	$4,195.5
1966 - 67	1,082.1	1,975.6	272.8	1,130.6	4,461.2
1967 - 68	1,393.2	1,792.8	258.4		3,444.4

Sources: Annual Financial Reports of the Board of Education.

TABLE 3

Sources of Funds
School District of Washington, Pa.
1965 - 1968
(Thousands of Dollars)

Year	Local Taxation	State	Federal	Other	Total
1965 - 66	$1,208.9	$831.3	$37.3	$44.1	$2,121.6
1966 - 67	1,347.1	772.4	279.6	9.1	2,408.2
1967 - 68	1,372.4	926.4	143.8	2.6	2,445.2

TABLE 4

Sources of Funds
School District of Fox Chapel
1965 - 1968
(Thousands of Dollars)

Year	Local Taxation	State	Federal	Other	Total
1965 - 66	$2,291.4	$869.8	$30.8	$32.0	$3,192.0
1966 - 67	2,423.3	878.5	71.9	3.4	3,377.1
1967 - 68	3,088.7	931.7	24.2	6.5	4,051.1

Sources: Annual Financial Reports of the Board of Education.

TABLE 5

Sources of Funds
School District of Churchill Area
1965 - 1968
(Thousands of Dollars)

Year	Local Taxation	State	Federal	Other	Total
1965 - 66	$2,445.0	$ 976.0	$30.0	$23.9	$3,474.9
1966 - 67	2,639.8	1,066.3	15.0	26.3	3,747.4
1967 - 68	2,742.3	1,145.4	46.0	34.5	3,968.2

Sources: Annual Financial Report of the Board of Education and Department of Public Instruction Form PIBB-16

TABLE 6

Per Cent of Municipal Taxes for School Support
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown[a]	Washington	Fox Chapel	Churchill
1965/66	63.8%	46.1%	56.6%	64.2%	62.0%
1966/67	64.3	50.7	54.3	64.5	59.3
1967/68	64.8	47.3	56.3	65.2	59.3

[a] Real estate taxes, only.

Sources: Annual financial reports, budgets, tax office reports and research materials from boards of education of the five school districts.

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TABLE 7

Local Tax Effort for Schools
Five School Districts
Part I - Tax Levy
1965/66 to 1967/68
(Thousands of Dollars)

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$3,313	$1,117	$1,209	$2,291	$2,445
1966/67	4,002	1,082	1,347	2,423	2,639
1967/68	4,010	1,393	1,372	3,089	2,742

Sources: Department of Public Instruction Form PIBB-16, and financial reports of the boards of education.

TABLE 8

Local Tax Effort for Schools
Five School Districts
Part II-Estimated full valuation of real property-Market Value

1965/66 to 1967/68
(Thousands of Dollars)

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$191,604	$77,674	$67,646	$129,205	$127,838
1966/67	194,009	78,515	67,820	132,602	132,953
1967/68	206,668	78,807	67,441	144,311	140,206

Sources: Pennsylvania Tax Equalization Board, Auditors' Reports, and Department of Public Instruction - Form PIBB-16.

TABLE 9

Local Tax Effort for Schools
Five School Districts
Part III Implicit Tax Rate Per $1,000 of Estimated Full Valuation

1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$17.29	$14.37	$17.80	$17.74	$19.10
1966/67	20.64	13.78	19.90	18.28	19.84
1967/68	19.08	17.68	20.30	21.40	19.58

Sources: Pennsylvania Tax Equalization Board.

TABLE 10

Capital Expenditures
Five School Districts
1965/66 to 1967/68
(Thousands of Dollars)

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$116.9	$185.6	$15.1	$138.6	$38.7
1966/67	102.9	190.4	40.9	85.2	46.1
1967/68	108.0	104.4	8.4	88.7	30.4

Sources: Annual financial reports of the boards of education of the five school districts of Public Instruction Form PIBB-16.

TABLE 11

Current Expenditures
Five School Districts
1965/66 to 1967/68
(Thousands of Dollars)

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$5,286.1	$3,417.7	$1,954.0	$2,136.3	$2,792.3
1966/67	5,889.9	3,416.3	2,003.4	2,758.2	3,082.4
1967/68	6,663.1	3,852.0	2,085.0	2,885.7	3,259.0
%To change 1961/62 - 1967/68	+78.1%	+37.3%	+51.0%	+63.0%	+65.7%

Sources: Financial and statistical reports of the boards of education of the five school districts and research materials from the boards of education.

TABLE 12

Current Expenditures per Pupil in Average Daily Attendance
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	$421.10	$510.80	$577.00	$535.88	$495
1966/67	564.82	540.20	519.00	554.20	556
1967/68	619.64	563.24	546.00	583.44	572
% change 1961/62 - 1967/68	+50.1%	+34.1%	+39.3%	+21%	+35.8%

Sources: Annual financial reports and research materials from the boards of education of the five school districts.

TABLE 13

State Aid as a Per Cent of Current Expenditures
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	50.8%	49.7%	42.5%	34.8%	36.9%
1966/67	45.8	52.2	38.6	32.1	38.7
1967/68	48.4	46.0	44.2	32.5	36.1

Sources: Annual financial reports, budgets, and research materials from the Boards of Education of the five School Districts.

TABLE 14

Elementary Pupil - Teacher Ratio
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	24.6	29.3	25.4	22.7	26.9
1966/67	23.7	28.6	27.5	25.4	27.0
1967/68	23.4	25.5	27.3	25.5	28.0
% Change 1961/62 - 1967/68	+10.0%	-0.8%	+17.3%	+13.6%	-4.9%

Sources: Statistical Reports and other attendance materials from the Board of Education of the five Boards of Education

TABLE 15

Number of Classroom Teachers K - 12
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler [a]	Uniontown	Washington	Fox Chapel	Churchill
1965/66	444	250	143	240	200
1966/67	456	260	154	256	205
1967/68	466	273	153	283	211

[a] Butler has no Kindergarten program

Sources: Statistical reports and research materials from the Boards of Education of the five School Districts.

TABLE 16

Average Daily Membership K - 12
Five School Districts
1965/66 to 1967/68

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1965/66	10,788	6,240	3,388	4,901	5,722
1966/67	11,025	6,201	3,858	5,073	5,803
1967/68	11,242	6,127	3,817	5,374	5,968
% Increase 1961/62 - 1967/68	+11.9%	+7.4%	+5.7%	+38.9%	+27.8%

Sources: Annual Attendance Reports of the Boards of Education of the five School Districts.

TABLE 17

Distribution of Federal Aid
Five School Districts
1964/65 to 1967/68
(Thousands of Dollars)

	Small Cities			Suburbs	
Year	Butler	Uniontown	Washington	Fox Chapel	Churchill
1964/65	$ 4.1	$ 5.9	$ 49.7	$24.3	$40.0
1965/66	136.9	398.8	37.3	30.8	30.0
1966/67	223.3	272.8	279.6	71.9	15.0
1967/68	295.0	258.4	143.8	24.2	46.0
Total for four years	$ 659.3	$ 510.4	$935.9	$151.2	$131.0

Sources: Annual Financial Reports, Budgets, and research materials from the Boards of Education of the five School Districts.

TABLE 18

School Enrollment
Five School Districts
1961/62 to 1967/68

	Butler	Small Cities Uniontown	Washington	Suburbs Fox Chapel	Churchill
School Population					
Enrollment - 1961/62	9,654	5,794	3,533	3,865	4,667
Enrollment - 1967/68	11,242	6,127	3,984	5,374	5,968
per cent change	+11.9%	+5.7%	+11.3%	39.1%	+27.8%
Per cent of non-white change	0%	-25.0%[a]	-14.0%	+8.1%	+.1%
Per cent of elementary students attending private schools -1967-68	14.6%	+7.7%	17.3%	21.2%	18.0%

[a] - approximately

Sources: Health, Education, and Welfare Survey, and Department of Public Instruction form concerning the enumeration of children.

TABLE 19

Population
Five Cities or Suburbs
1950, 1960, 1968

	Small Cities			Suburbs	
	Butler	Uniontown	Washington	Fox Chapel	Churchill
Total City - 1950	46,440	34,729	26,280	15,200	13,676
Total City - 1960	50,651	30,646	23,545	20,653	21,910
Per cent change 1950 - 1960	+9.3%	-11.8%	-11.6%	33%	+60.3%
Total City - 1968[a]	52,700	32,640	22,400	26,000	25,000
Per cent change 1960 - 1968	+4.0%	+6.5%	-4.8%	30%	+14.1%
Racial composition nonwhite - 1968	.6%	12.8%	7.9%	.4%	.1%

[a] - estimated

Sources: U. S. Census of Population, and Health, Education and Welfare Survey, 1968, and local Chamber of Commerce surveys.

TABLE 20

Distribution of Nonwhite
City, School, and School Staff Population
Five School Districts
1968

	Small Cities			Suburbs	
	Butler	Uniontown	Washington	Fox Chapel	Churchill
Per cent nonwhite City population	.6%	12.8%	7.9%	.4%	.2%
Per cent nonwhite Pupil population	.5%	9.7%	14.0%	.7%	.2%
Per cent nonwhite Teaching staff	.4%	1.5%	.025%	0%	.4%
Per cent nonwhite Administrative staff	0%	0%	0%	0%	0%
Per cent nonwhite School Board members	0%	0%	11.1%	0%	0%

Sources: Health, Education, and Welfare Survey, 1968, and local Chamber of Commerce.

APPENDIX B

ADMINISTRATIVE INTERNS AND GRADUATE ASSISTANTS WHO SERVED IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF PITTSBURGH

1946 - 1969

ADMINISTRATIVE INTERNS AND GRADUATE ASSISTANTS WHO SERVED IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF PITTSBURGH, 1946-1969

Name	Position
Dr. James Stuart Ackelson	Superintendent, Keystone Oaks School District
Dr. Addison Anderson	Guidance Counselor, Rochester Area Schools
Mr. Richard Anderson	Central Office, Uniontown
Dr. C. Meade Beers	Superintendent, Greensburg Salem Schools
Mr. Robert Berner	Central Office, Butler
Dr. Ernest Berty	Director of Research, West Virginia State Dept. of Education
Mr. Eugene A. Bolt	Assistant Principal, Fox Chapel High School
Dr. James M. Burk	Superintendent, Fox Chapel Area School District
Dr. Clifford Burkett	Associate Professor, Lehigh University
Dr. Edward R. Butler	Bursar, Edinboro State College
Mr. John J. Cairns	Superintendent, California Area Schools
Dr. Edward A. Campbell	
Mr. DeVere R. Carlson	Assist. Superintendent, Keystone Oaks School District
Dr. Edward P. Cibik	Administrator of Special Ed., Allegheny County Schools
Mr. John Cipollini	Principal, Churchill High School
Mr. John Coatsworth	Assist. Superintendent, California Community High School
Dr. J. Vincen Connoley	Superintendent, Bethlehem Center Schools
Mr. Peter Costantino	Vice Principal, Pittsburgh
Dr. E. W. Davidson	Deceased
Mr. John DeCaro	Assist. Superintendent, Beaver Area Schools
Dr. Richard W. DeRemer	Assoc. Professor of Education, University of Pittsburgh
Mr. John Dillon	Superintendent, Penn-Cambria Schools
Mr. Robert Dovey	Central Office, Administrative Assistant to Superintendent, Hampton Schools
Dr. Edwin E. Dunmire	Superintendent, Elnore Public Schools, Elnore, New York
Dr. Harold Farneth	Administrative Assist. to President, Butler Community College
Dr. Joseph E. Ferderbar	Director of Student Teachers, California State College
Dr. George J. Fike	Director of Student Teaching, Slippery Rock State College
Dr. Harry E. Fink, Jr.	Supervising Principal, Center Township Schools
Mr. Raymond Fioroni	Principal, Avella High School
Dr. Robert D. Fleischer	Superintendent, Nutley Public Schools Nutley, New Jersey
Dr. Samuel N. Francis	Professor, University of Pittsburgh

Mr. Nicholas Fratto	Assist. Supervising Principal, Carlynton Schools
Mr. Regis Frola	Department of Public Instruction, Harrisburg
Dr. Henry Furio	Monessen Public Schools, Student Teachers, California State College
Dr. Woodrow W. Gephart	Superintendent, Geneva Public Schools, Ohio
Dr. William Green	Assistant Superintendent for Pupil Services Pittsburgh Public Schools
Dr. William Gregg	Superintendent, Chagrin Falls, Ohio
Dr. Charles Grottenthaler	Assist. Superintendent, Springfield Schools
Mr. Walter Henricks	Upper St. Clair Schools
Dr. Homer S. Hill	Director of Secondary Education, Johnstown Area Schools
Mr. Peter Hronkes	Intern, University of Pittsburgh
Mr. Dan Jacobs	Superintendent, Windber Area Schools
Dr. James Johnston	Principal, Pittsburgh Public Schools
Dr. Clifford V. Jones	Executive Director, Associated Ed. Consultants
Dr. James Jordan	Superintendent, Hampton Schools
Dr. Harold E. Kemper	Director of Public Relations, California State College
Mr. Harry King	Assist. Principal, Moon Sr. High School
Dr. Leroy Kite	Assist. Supervising Principal, Quaker Valley Schools
Mr. William H. Koenig	Assist. Superintendent, Grove City Schools
Dr. Charles Krepps	Central Office, Wilkinsburg
Dr. Frederick S. Kring	Grove City College
Dr. Marvin Kurfeerst	Assist. Professor, University of Pittsburgh
Mr. William Kuznik	Principal, Penn-Trafford Schools
Dr. Joseph Lagana	Director of Research and Development, North Allegheny Schools
Mr. Angelo Laurito	Teacher, Cambria Heights Schools
Dr. Douglas H. Lehman	Assist. Superintendent, Aliquippa High School
Dr. John C. Lynch	Assist. Dean, DePaul University
Mr. Clair McLaughlin	Pittsburgh Public Schools
Dr. James H. McCormick	Assist. Dean, Shippensburg State College
Dr. Robert McElhattan	Superintendent, Franklin Public Schools
Dr. Margaret M. McFeaters	Professor of Education, Slippery Rock State College
Dr. Ernest Maddock	Western State School and Hospital, Canonsburg
Dr. James Ira Mason	Superintendent, Las Vegas Schools, Nevada
Dr. John G. Melleky	Principal, Johnstown High School
Dr. Franklin A. Miller	Professor of Education, Pennsylvania State University
Dr. Robert C. Miller	Director, Graduate Studies, Bloomsburg State College
Dr. James A. Moore	Principal, John Harris Sr. High School
Dr. John B. Moore	Deceased

Dr. M. S. Moorehead	Gettysburg College
Mr. John Moreschi	Assist. Superintendent, Elizabeth Forward Schools
Dr. Leonard Moscato Britton	Superintendent, North Central Dist., Dade County Florida
Mr. Roy Muckle	Principal, Purchase Line Schools
Mr. Jack Neal	Elementary Principal, Lakewood Schools, Ohio
Mrs. Carole (Nevsimal) Nelson	Teacher, North Allegheny
Dr. Robert F. Nicely	
Mr. Frank Peluso	San Jose, California
Mr. Jeffrey Ptaschnik	Intern, Planning-Research Associate, Pittsburgh Public Schools, University of Pittsburgh
Dr. James S. Porter	Assist. Superintendent, Armstrong Schools
Dr. Edson B. Powell	Superintendent, Chambersburg Schools
Mr. Amba Prasad	Graduate Assistant, University of Pittsburgh
Mr. John M. Pryde	Maryland
Dr. Michael Radvansky	Superintendent, West Mifflin
Mr. A. C. Ranson	Department of Education, Portage County, Ohio
Dr. Ralph Redo	Principal, Braddock Borough
Dr. John Ewing Reed	Assist. Superintendent, Bensalem Schools
Dr. J. Edward Ricart	Director of Development, Pittsburgh Public Schools
Dr. Peter Romanoli	Elementary Curriculum Director, Geauga County, Ohio
Mr. Arthur Romato	Principal, Penn-Trafford Schools
Dr. Thomas Romett	Business Manager, Butler Area Schools
Mr. Charles Roth	Coraopolis
Mr. Eugene Sangiuliano	Director of Personnel, North Hills
Dr. Carmine P. Sebastian	Vice Principal, Westinghouse High School
Mr. Fred Scherer	Administrative Assist., Pittsburgh Public Schools
Mr. Jack Shearer	Director of Curriculum, Kiski Area Schools
Mr. Thomas Shearon	New Kensington Schools
Mr. Charles Shirley, Jr.	Curriculum Director, Washington Schools, Pa.
Dr. Charles Shultz	Elementary Principal, Mt. Lebanon School District
Dr. Stanton W. Simkins	Superintendent, Camp Hill, Pa.
Mr. Grant Sloan	Supervising Principal, Burgettstown
Mr. Milfred Smith	Superintendent, Oakmont Schools
Dr. William J. Smodic	Superintendent, Wyoming Valley West Schools
Mr. Nick Staresinic	Superintendent, Highlands Schools
Dr. Stephen J. Storkel	Superintendent, Evergreen Community High School, Illinois
Dr. Donald Strang	Administrative Assist., Baldwin Whitehall Schools
Dr. Laurence Seantusch	Math Teacher, Arlington, California
Dr. Joseph Seartz	Professor of Education, Youngstown College, Ohio
Mr. Kenneth R. Thomas	Principal, Conemaugh High School
Mr. Maurice D. Thomas	Elementary Principal, Mt. Lebanon Schools
Dr. James J. Tinney	Superintendent, Rutland, Vermont
Dr. Cecil Tranquill	Principal, Fox Chapel High School
Dr. Albert Troiano	Swissvale

Mr. Eugene Urbanski	Department of Education Associate, Harrisburg
Mr. Phillip Wallace	Supervising Principal, East Forest Joint Schools
Dr. Charles H. Walters	Supervising Principal, Cambridge Springs Area Schools
Mr. Robert Woodword	Jeannette
Dr. D. Richard Wynn	Professor of Education, University of Pittsburgh
Mr. William Zeffiro	Supervising Principal, Neville Township
Mr. Victor Zike	Curriculum Director, Penn Hills Schools

ADMINISTRATIVE CAREERS

Superintendent of Schools	27
Assistants	9
Other Central Office Positions	18
State Department of Education	2
High School Principals	13
Assistants	4
Elementary School Principal	3
High Education	
Administration	11
Teaching and Research	8
Administration and Teaching or Research	0
Educational Work Within an Agency, Foundation Association, Laboratory, or Research Organization	3
Teachers	3
Guidance	1
Interns	3
Miscellaneous (unknown)	10
Deceased	3
Total	119

LOCATION OF 117 PARTICIPANTS

California	1
Florida	1
Illinois	1
Nevada	1
New Jersey	2
New York	1
Ohio	6
Pennsylvania	102
West Virginia	1

[*] 3 deceased participants are omitted.

APPENDIX C

MANAGEMENT AND STAFF PERSONNEL - BIOGRAPHICAL DATA

PERSONAL DATA OF JAMES E. MAUCH

Director, Office of Research and Field Services
and Associate Professor in Education
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
(412) - 621-3500 ext 6487

EDUCATION

Bowling Green State University, Bowling Green, Ohio, 1950-1953
    Bachelor of Arts in Government and Sociology
University of Stockholm, Stockholm, Sweden, 1955-1956
    Diploma
Middlebury College and the University of Madrid, Spain, 1956-1957
    Master of Arts in Spanish and Government
Harvard University, Cambridge, Massachusetts, 1958-1959
    Master of Arts in Teaching
Harvard University, Administrative Career Program, 1960-1964
    Ed. D. in Educational Administration

EXPERIENCE

1953-1955: U. S. Army Officer, Iceland and USA
1957-1958: Teacher of Spanish, Darrow School, New Lebanon, New York
1959-1960: Teacher of American History and Geography, Weston Junior High School, Weston, Massachusetts
1960- : Research Assistant, B. F. Skinner's Teaching Machine Project, Harvard University, Cambridge, Massachusetts
1961-1962: Research Associate, Boston Schools Survey conducted in cooperation with the Boston Redevelopment Authority
1962-1965: Specialist, Urban School System Planning, U. S. Office of Education, Washington, D. C.
1964-1965: Staff Member, Commissioner's Task Force on the Disadvantaged (Programs for Education of the Disadvantaged)
1965-1968: Chief, Program Branch, Division of Compensatory Education, Bureau of Elementary and Secondary Education, U. S. Office of Education

MEMBERSHIPS-PROFESSIONAL ORGANIZATIONS

National Education Association
American Association of School Administrators, Life Member
Phi Delta Kappa - National Professional Honorary Fraternity for
    Men in Education
National Society for the Study of Education
Harvard Graduate School of Education Association
American Educational Research Association

ARTICLES PUBLISHED

Phi Delta Kappan, "A Systems Analysis Approach to Education," pp. 158-162, January, 1962.

Office of Education Bulletin No. 10021, The Impact of Urbanization on Education, November, 1962

School Life, "Education Joins Housing and Welfare in Coordinated Federal Effort," February, 1963.

American School Board Journal, "The Education Park," Vol. 150, No. 3, pp. 9-11, March, 1965

Illinois Journal of Education, "If the Present Rate Continues, ONE OUT OF EVERY THREE Students Now in Fifth Grade Will Drop Out Before Finishing High School," Vol. 28, No. 4, December, 1965.

Newark Commerce, "Not Equal Schools, But Schooling that Equalizes," Vol. XI, No. 4, pp. 12-13, Winter, 1966.

EDUCATIONAL VITA

Eugene A. Bolt

EDUCATION

B. S.	Slippery Rock State College, Slippery Rock, Pa.	1958
M. Ed.	Duquesne University, Pittsburgh, Pa.	1962
M S T	University of New Hampshire, Durham, New Hampshire	1964

Currently working at the University of Pittsburgh toward a Ph. D. in Education with a major emphasis in Educational Administration. Anticipate completion by mid-1970.

EXPERIENCE

1957	Practice Teaching, Slippery Rock High School, Slippery Rock, Pa.
1958-1960	Mathematics and science teacher, East Deer Frazier High School, Creighton, Pa. (8th to 12th grades)
1960-1968	Mathematics teacher, Fox Chapel High School, Pittsburgh, Pa. (9th to 12th grades)
1968-1969	Administrative Intern, Assistant Principal at Fox Chapel High School in charge of student activities.
1968-	Assistant High School Principal, Fox Chapel High School

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Fox Chapel Educators Association, Pennsylvania State Education Association, National Education Association, National Association of Secondary School Principals, Pennsylvania Association of Secondary School Principals.

JOHN M. CIPOLLINI

EDUCATION

B.S.	Indiana State University, Indiana, Pa. - Mathematics, Phy. Sc.
M. Ed.	Indiana State University, Indiana, Pa. - Mathematics

Further Graduate Study at Duquesne University, Oklahoma University and University of Pittsburgh

EXPERIENCE

1957-1960 - Teacher of Mathematics and Science at Leechburg High School, Leechburg, Pa.

1960-1966 - Teacher of Mathematics, Homer Center High School, Homer City, Pa.

1966-1968 - Jr. High School Principal, Homer City, Pa.

1968-1969 - District Office Administrative Intern, Churchill Area School District, Pittsburgh, Pa.

1969- Senior High School Principal, Churchill Area High School, Pittsburgh, Pa.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Churchill Area Education Association, Pennsylvania State Education Association, National Education Association, Pennsylvania Association Secondary School Principals, National Association Secondary School Principals.

PUBLICATIONS

Responsibility for Long Range Plan for Churchill Area School District, Pittsburgh, Pennsylvania

ROBERT L. DOVEY

EDUCATION

B. S.	Slippery Rock State College	1954-1958
M. Ed.	University of Pittsburgh	1961-1963

Other course work - Penn State University

Presently attending University of Pittsburgh

EXPERIENCE

1958-1960 1961-1968	Health and Physical Ed. Teacher - Hampton Jr. - Sr. High - 9 years
1960-1961	Sixth Grade Teacher - 1 year - Junction City, Kansas
1968-1969	Administrative Intern - Butler Area School District
1969-	Assistant to the Superintendent at Hampton School District Presently employed.

PROFESSIONAL MEMBERSHIP

P. S. E. A., N. E. A., A. A. S. A. and A. F. T.

CHARLES J. SHIRLEY, JR.

EDUCATION

A. D.	University of Pittsburgh - Political Science	1964
M. Ed.	University of Pittsburgh - Secondary Education Graduate Intern Program Secondary Education	1965
	University of Pittsburgh - Enrolled in Ed. D. Program in Educational Administration	
	University of Pittsburgh - Administrative Internship	1968-69

EXPERIENCE

1964-1965	Elizabeth-Forward High School - Intern Secondary Ed.
1965-1968	Burrell High School - Teacher P.O.D./Econ.
1968-1969	Washington School District Central Office, Administrative Intern
1969-	Washington School District - Curriculum Coordinator

GRANT E. SLOAN

EDUCATION

B. S.	California State College	1952
M. A.	West Virginia University, Educational Administration	1957
	University of Pittsburgh - Internship	

EXPERIENCE

1946-1948	U. S. Naval Air Force
1948-1952	Teacher
1952-1953	Teacher - North Versailles School District
1953-1955	Fallowfield Township Schools - Teacher
1955-1958	California School District - Principal of Elementary
1958-1965	Hanover Township School District, Supervising Principal
1965-1967	Burgettstown School District - Assistant Supervising Principal
1968-1969	Internship - Uniontown City Schools
1969-	Burgettstown School District Supervising Principal

EUGENE URBANSKI

EDUCATION

1957	A.B. Wittenberg University, Springfield, Ohio - Political Science English
1963	M.Ed. University of Pittsburgh, Pittsburgh, Pa. Secondary Education
1965-69	Further Graduate Study at University of Pittsburgh in Educational Administrative Internship Program and Ed.D. program

EXPERIENCE

1958-1963 - Teacher of English - Glassport High School

1963-1964 - Teacher of English - Monongahela High School

1964-1966 - Teacher of English - Burrell High School

1966-1968 - Teacher of English - Monongahela High School

1968-1969 - Central Office Internship - Washington School District

1969-1970 - Department of Education Associate, Harrisburg, Pa.

PUBLICATIONS:

Technical Editor, Administrative Internship Program Progress Report.